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SENATE No. 2165

The Commonwealth of Massachusetts

REPORT OF THE BOARD OF REGENTS OF HIGHER
EDUCATION RELATIVE TO THE CONSOLIDATION
OF BOSTON STATE COLLEGE INTO THE UNI-
VERSITY OF MASSACHUSETTS (under the pro-
visions of Section 16 of Chapter 808 of the Acts
of 1981, this report was to have been filed no
later than June 30, 1982, and was received
in the Senate on December 30, 1982).

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Senate, January 3, 1983.

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The Commonwealth of Massachusetts

Board of Regents of Higher Education

Room 619, McCormack Building

One Ashburton Place

Boston, MA 02108-1530

December 29, 1982

Edward B. O'Neil
Senate Clerk
State Senate
Statehouse, Room 334
Boston, MA 02133

Wallace C. Mills
Clerk of House
House of Representatives
Statehouse, Room 145
Boston, MA 02133

Gentlemen:

In accordance with Section 16 of Chapter 808 of the Acts of 1981, I am forwarding to you a report on the consolidation of Boston State College into the University of Massachusetts at Boston.

This document was unanimously approved by the Board of Regents at its meeting held on Friday, December 17, 1982. I am requesting that the report be forwarded to the Joint Committee on Education and that it be approved by the President of the Senate and the Speaker of the House of Representatives.

If you have any questions, please do not hesitate to contact me.

Very truly yours,

JOHN B. DUFF
Chancellor

JBD:bcd
Enclosure

REORGANIZATION OF PUBLIC HIGHER EDUCATION
IN BOSTON
A REPORT TO THE MASSACHUSETTS
GENERAL COURT

By
Board of Regents of Higher Education

JOHN B. DUFF
Chancellor

December 1982

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P R E F A C E

I am pleased to submit this report which reviews the progress made on the Reorganization of Public Higher Education in the City of Boston. Requested in the 1982 deficiency budget, this report details the current status of Bunker Hill Community College, Roxbury Community College and the University of Massachusetts at Boston following the Boston reorganization. In addition the report outlines the plans to relocate the Massachusetts College of Art to the Huntington Avenue facilities.

In submitting this report to the Legislature, on behalf of the Board of Regents, I wish to express my appreciation to all individuals who have been involved in this consolidation process. It was only through the tremendous effort and sensitivity of the faculty, staff, administrators and students involved in the consolidation of Boston State College into the University of Massachusetts-Boston that it was accomplished with minimal disruption.

In particular I thank the Board of Regents of Higher Education and the Board's Boston Task Force, which beginning with its formation in October 1980, under the leadership of Dr. George Hazzard, developed the initial recommendations. The Boston Plan Implementation Board, under the chairmanship of Dr. John Bruce, spent many hours monitoring the consolidation process and addressing the very sensitive student, faculty and program issues. The leadership of Chancellor Robert Corrigan, of the University of Massachusetts at Boston; President Robert McCarthy, Boston State College; President Harold Shively of Bunker Hill Community College; President Kenneth Haskins and Acting President Booker DeVaughn of Roxbury Community College has been exemplary throughout the entire process.

The task of consolidating the two baccalaureate institutions required an immense amount of time, energy and patience on the part of a great many individuals. Dr. Rogert Schinness, Vice Chancellor of Academic Affairs for the Board of Regents, provided a consistent balance among all parties involved, as a resolution on major issues was reached. He was ably assisted by Dr. Peter M. Mitchell, consultant to the Board of Regents. The tireless efforts of Vice Chancellor of Fiscal Affairs Joseph Finnegan, General Counsel Edmund Pignone, Director of Employee Relations Carleton LaPorte, Director of Student Affairs Janet Robin-

son, Director of Academic Affairs Grace Healy, Director of Facilities Management Edward Rossi, Director of Affirmative Action Bruce Rose, and Administrative Assistant to the Cancellor Neil Harrington should also be acknowledged.

I would like to recognize those individuals who volunteered their time and expertise to prepare this report, Henry Allen, Roxbury Community College; Donald Babcock, University of Massachusetts at Boston; William Craft, Bunker Hill Community College; and Laura Clausen and Claire Van Ummersen of the Regents' staff.

I am especially appreciative of the efforts of Regents' staff member, Susan Lane, who directed the development of this report and provided staff assistance throughout this consolidation process, first to the Boston Task Force of the Board of Regents and then to the Boston Implementation Board. Most important to this presentation of this report were the efforts of Colleen McMahon, Marla James and Mary O'Halloran.

Despite the efforts of all of these individuals without the support of the legislative leadership, the House and Senate Committees on Ways and Means, the Joint Committee on Education and the Executive Branch, we would not have succeeded in our efforts to reorganize public higher education in the City of Boston.

JOHN B. DUFF
Chancellor

EXECUTIVE SUMMARY

The University of Massachusetts at Boston and Boston State College were consolidated on January 24, 1982. Although the past year has been a very stressful one for students, faculty, staff and administrators at each institution involved; the major disruptions which might have occurred were avoided as a result of the hard work and understanding of all involved. Progress has been made toward developing a cohesive and responsive system of public higher education in the City of Boston; however, the effort is far from complete.

The report responds to the Legislative request included in the '82 deficiency budget. It therefore focuses mainly on the student, faculty and program issues relating to the consolidation of Boston State College and the University of Massachusetts at Boston, and it delineates those issues which have been resolved, those currently under review as well as those which still need to be addressed.

In this report the Board of Regents is also sharing with the Legislature some of the broader issues facing public higher education in the City of Boston.

Bunker Hill Community College, Roxbury Community College, and the University of Massachusetts at Boston have been meeting jointly with the Academic and Planning staff of the Board of Regents to identify those issues which need to be addressed during the '82 - '83 Academic year and to establish an agenda and the mechanisms to implement needed improvement. The issues are: — increased access through expanded admissions efforts and responsive programmatic offerings

- utilization of the Huntington Avenue facility
- improved program articulation and transfer
- development of joint community college/baccalaureate degree programs
- coordinated delivery of educational services in the areas of developmental education and English as a Second Language
- expanded continued education opportunities in the City of Boston
- increased cooperative and collaborative efforts

These items will be discussed more fully in the attached report.

INTRODUCTION

Reorganization of higher education in Massachusetts was the concern of a number of special commissions during the 1970's, but it was not until July 1980 that it was accomplished by the Legislature. The Board of Regents was created and given considerable authority over budget and personnel of the reorganized system of public higher education in the Commonwealth. There still remained the special concern that public higher education in Boston be restructured. The new Board of Regents established a Task Force to study the matter. On June 26, 1981, Chancellor Duff submitted a report to the Board of Regents entitled "A Framework for the Reorganization of Public Higher Education in Boston". This report recommended that:

- (1) Boston State College and the University of Massachusetts at Boston be consolidated into one institution.
- 2) Roxbury Community College be relocated to new facilities.
- (3) Boston Community College be established as a multi-campus institution with branches in Roxbury and Charlestown.
- (4) The Massachusetts College of Art be relocated.
- (5) A differentiated admission policy be adopted for the institutions of public higher education in Boston.

These changes were to be effected over a 3 year period. One of the prime considerations of the plan was to insure that all students enrolled at Boston State College or the University of Massachusetts Boston were provided the opportunity to complete their four-year program with minimal disruption. The Regents also stipulated that the creation of a Boston Community College be delayed until Roxbury Community College occupied a new facility in the Southwest Corridor and was able to offer comparable programs to those available at Bunker Hill.

The passage of the Fiscal Year '82 appropriation drastically altered the timetable for implementation. Because the budgets for the Boston institutions were clustered and the cluster was underfunded by an estimated six million dollars, the Legislature thereby forced the Regents to consider consolidating the two senior insti-

tutions more rapidly than had been planned. The decision to level fund the community colleges was made immediately and that left the senior institutions in a position to absorb the total shortfall. The Regents voted to consolidate Boston State College and the University of Massachusetts at Boston in January of 1982, before the beginning of the second semester.

On January 6, 1982, the Legislature passed a deficiency budget which provided 3.7 million dollars for the public higher education system-at-large "for the employment of the professional employees of Boston State College and \$1,014,000 for the Boston educational cluster". The legislature directed the Regents to discontinue Boston State College by January 24, 1982, and provided further that:

Section 14: the professional employees of Boston State College who are employed at another institution be members of the appropriate bargaining unit at the other institution;

- each such employee continue as an employee of the Regents until he is employed at another institution or until June 30, 1982 (whichever is sooner);
- each such employee have up to six years seniority at the other institution; and
- each such employee who holds tenure at Boston State College and who is offered employment at another institution be offered employment with tenure.

Section 15: the University of Massachusetts Board of Trustees be the governing authority for the consolidated institution; and

- the University of Massachusetts provide a continuing education program similar to that at Boston State College.

Section 16: legislative oversight of the consolidation be accomplished through a planning process which must be completed by June 30, 1982.

The Regents requested and were granted an extension of the deadline for submission of the report indicated in section 16 of the deficiency legislation.

The Regents, working in conjunction with the University of Massachusetts at Boston, Roxbury Community College, Bunker Hill Community College, and the Boston Plan Implementation Board, submit this report to the clerks of the Senate and House of Representatives. Mandated by the deficiency budget this document provides the following information:

- a review of the consolidation process including the effects on students, employees faculty, administrators and staffs), programs and other educational services including issues that have been resolved and those to be addressed in the '82 - '83 academic year.
- five year enrollment projections for public higher education institutions in the Boston area and a profile of students served.
- mission statements of the Boston area public institutions.
- existing and proposed Boston area programs offered by public institutions of higher education.
- inventory and utilization of public higher education facilities in the Boston area, particularly the Huntington Avenue Campus.
- a discussion of the relationship of public and private higher education in Boston including collaborative agreements with area institutions, business and industry and the Boston public schools.

I. IMMEDIATE EFFECTS OF CONSOLIDATION AND SOLUTIONS

The swift consolidation of Boston State College and the University of Massachusetts at Boston had an immediate effect on students, faculty, academic program offerings and facilities.

A) STUDENTS

Immediately following the passage of the legislation of January 6th which would accomplish consolidation on January 24th, the Regents and the University of Massachusetts at Boston undertook to make the transition as smooth as possible for students who would be affected. In order to increase the time available for advising students about the fact of the consolidation and about its effect on courses they had scheduled, the opening of classes was delayed by two weeks. The University sent individual letters to every student who had enrolled for spring classes, either at Boston State College or at the University, announcing the revised schedule and special services available. Subsequent mailings concerning specific registration information also were sent, and weekly advertisements were taken in the Sunday editions of local papers for the entire month of January to give general information to students. A twenty-four hour telephone information service was installed, and the number widely publicized. The Chancellor of the University appeared on several radio and television talk shows to answer questions. In brief, very substantial efforts were made to provide students with the information they needed about the consolidation itself, about scheduling, and about registration.

General re-registration of former Boston State students into the University courses was not to be attempted for the spring term. As a result, while the enrollment patterns in scheduled Boston State College courses were reviewed and several under-subscribed courses were cancelled, the University generally maintained the pattern of courses which had been scheduled at Boston State College, and so individual students' schedules were disrupted as little as possible. This decision required that several faculty members who were not appointed to the University, and who were Regents' employees, be assigned by the Regents to teach sections on the Huntington Avenue Campus which might otherwise have been cancelled had complete re-registration been

attempted. Although the opening of classes both at Huntington Avenue and at other locations of the University went relatively well, there was one major problem area: The College of Management. The number of students at Boston State College enrolled in Management courses was approximately 1,000, but only three full-time regular faculty were associated with the Management program there, none of whom had Management degrees. A number of Management courses which had been scheduled were badly oversubscribed. The University, therefore, held several special advising and registration sessions at the Huntington Avenue Campus in order to determine the precise needs of Management students at Huntington Avenue. As a result of these advising and registration sessions, the schedule of Management courses was substantially revised to meet students needs, and at the other end of this process more Management sections were taught during the spring for former Boston State students than Boston State College originally had scheduled. The process of identifying students' needs and of rescheduling of classes to meet those needs, however, was very difficult and involved Management students in a more substantial disruption than other students experienced. Even so, very few students experienced difficulty in scheduling necessary courses at the completion of this process.

During the spring term, students were absorbed into the regular processes of the University, and they were advised concerning the possibilities open to them for the completion of their degree requirements. The University publicly committed itself to ensure that every student who was registered at Boston State College for the spring term would be offered the opportunity to complete his or her degree requirements. In some cases, these requirements would be met by equivalent or substitute courses offered by the University, and in one case — again in the College of Management — the Trustees of the University authorized the continued offering of a Boston State College degree in Management through 1984 in order to ensure that Boston State students' progress toward their degrees in Management would not be lengthened by the imposition of University requirements for a Management degree.

Two additional comments concerning students are appropriate: 1) The general policy of assuring students the opportunity to complete their degrees also has been observed in the area of

financial aid. In general, Tuition Waiver policies which were in effect for students when they were enrolled at Boston State College have been maintained by the University for those students even when similar programs are not in effect for students who originally matriculated at the University, and 2) in addition, the Regents increased the Tuition Waivers for the University of Massachusetts at Boston by 2% to accommodate those Boston State students in need of additional aid to meet the University tuition. These steps taken to minimize student disruption both academic and financial, were particularly important in light of the minority student access developed at Boston State College. A major concern was that this access not be negatively affected by the consolidation and that students who were enrolled at Boston State College have been ensured the opportunity to complete their studies in an appropriate manner with minimal adverse effects.

B) FACULTY

During the process of consolidation, the University of Massachusetts at Boston appointed 148 faculty members who formerly had taught at Boston State College. Of this total, 81 were in programs not previously offered by UMass/Boston (52 in the several programs in Education, 13 in Nursing, 5 in Public Service, 9 in Regional Studies, 1 in Medical Technology and 1 in Nuclear Medical Technology): 49 were hired into existing departments within the College of Arts and Sciences and 11 into existing centers within the College of Public and Community Service; 5 were hired by the College of Management. In addition, two librarians and twenty professional staff were also appointed at the University. Boston State College faculty who were offered contracts at UMass/Boston were hired on the same terms (i.e. rank and tenure status) and at the same salary as they had held at Boston State College. They accrued seniority in accordance with their number of years of service at Boston State College, but up to a maximum of six years; untenured faculty were granted up to three years' credit toward tenure.

The remainder of the faculty members who had taught at Boston State college became employees of the Regents, and by September 30, 1982, all but four members of the Regents' faculty

group either were placed in regular appointments at other institutions, or voluntarily retired. The same was true for the remaining fourteen professional staff and the eight librarians.

A substantial number (55) of faculty and professional staff were placed at three community colleges [Bunker Hill (27), Roxbury (12) and Massasoit (16)]. Twenty-four faculty were hired by the University of Massachusetts at Amherst, University of Lowell, and Southeastern Massachusetts University, and thirty-four were appointed at the nine state colleges. In addition, twenty-eight faculty and professional staff opted for retirement plans offered. Despite the numerous legal challenges from the various faculty unions, it is significant that only four faculty remain unplaced at this time and two of these have offers pending. (See Appendix A for further detail.)

C) PROGRAMS

All students who were enrolled at Boston State College have been ensured the opportunity to complete their degrees. Meanwhile, the University established a procedure for reviewing Boston State College academic programs to determine whether they should be permanently incorporated into the University's pattern of degree and program offerings or whether already existing programs at UMass/Boston provided similar opportunities for students.

Regional Studies has been established as a department and major in the College of Arts and Science. The Criminal Justice program is housed in the College of Public and Community Service. The Bachelor of Science in Nursing and in Education will continue to be offered; reviews are nearing completion regarding Medical Technology, Nuclear Medical Technology, and Fire Science. (See page 24-25). In addition, the master's programs in Public Affairs; certification and M.Ed. programs in Generic and Moderate Special Needs; the M.Ed. in Bilingual/ Multicultural Education; and the M.Ed. in English as a Second Language will continue. The separate M.Ed. programs in Counselor Training, Educational Administration, Elementary Education, Elementary Reading, Instructional Media, School Psychology, Teaching in the Secondary School, Secondary Reading and American Schools Overseas; and the C.A.G.S. programs (i.e. individually tailored programs that provide 30 credits beyond the Master's degree) in

six subject areas will be continued until the extensive review of education programs is completed. It is expected that some of these graduate programs will be consolidated, others will be discontinued.

Eight Master's Programs at Boston State College were in the process of being phased out by Boston State College prior to reorganization. The Graduate Council of the University has taken the position that UMass/Boston should not reactivate programs that Boston State College was itself in the process of eliminating. The programs which fall into this category are M.Ed.'s in Career Education, Community Services, Mathematics, and Public Management, and M.A.'s in Political Science, Earth Science, and Urban Studies and Planning. The needs of the small number of students still matriculated in these programs are being met by the University in a variety of ways. Boston State College had already taken steps to move students in the M.Ed. in Public Management and the M.A.'s in Political Science, Public Management, and Urban Studies and Planning into courses in its newer M.S. in Public Affairs Program. The University will continue the M.S. in Public Affairs and will continue to offer courses in that degree program. Boston State College had taken steps prior to the January reorganization to move the 5 students in the M.Ed. Program in Mathematics into a new M.Ed. Program in teaching a subject in the Secondary School. The University is continuing to offer courses in that new degree program. The 5 students whose subject in the secondary schools is Mathematics may also enroll if they choose in courses offered as part of the University's M.A. Program in Mathematics.

The University has committed itself to making available, through Continuing Education, courses required by the small number of students matriculated in Career Education (10), Community Service (1), and Earth Science (3) until such students have completed their degrees. There are currently two courses being offered through the Program in Continuing Education this fall for the students in Career Education. The one student in Community Service has had a course of independent study work arranged for her to enable her to complete her degree. The University is aware of no demand for courses in the Earth Science Master's Program at the present time, but should the need arise, it

is prepared to offer courses or make available independent study options for the three students matriculated in that program.

D) FACILITIES UTILIZATION

A major assumption of the consolidation of Boston State College into the University was that programs absorbed by the University would be taught at its existing locations on the Harbor Campus and at Park Square, and the facility at Huntington Avenue would become available for other academic users.

In meeting the critical facility needs of Roxbury Community College and the Massachusetts College of Art, the Regents have utilized the former Boston State Campus at Huntington Avenue as an educational center offering two and four year programs on the same site. While this is a temporary situation for Roxbury Community College and the University of Massachusetts at Boston until their permanent facilities are completed, it provides the opportunity to develop options for further cooperative efforts on a single site among Boston area public two and four year institutions of higher education. However, it should be stressed that access to programs will be curtailed unless appropriate funding is forthcoming from the Legislature for the capital outlay requests submitted for the necessary renovations. (see appendix B).

Roxbury Community College

Roxbury Community College has moved from their Dudley Street building and now occupies three buildings at the former Boston State College Campus on Huntington Avenue; specifically the buildings are: Administration; Kennedy; and Harvard buildings totaling 219,000 gross square feet. Roxbury also has access to the language laboratory in the Tower Building and a few classrooms in the Collins Building. In addition, Roxbury has access to the gymnasium; however, there is a lack of clarity regarding the utilization of the gymnasium with the University of Massachusetts at Boston. The institutions are meeting to address this situation. Occupancy of these facilities will continue until new facilities are constructed in Roxbury which are scheduled for completion in 1987.

The Massachusetts College of Art

The Massachusetts College of Art will move into the Tower,

North, Collins and Gymnasium buildings as renovations are completed and occupants depart. The total relocation should be completed by 1988. Some relocation is expected to begin almost immediately. A master plan presently under development for the College will provide 477,000 gross square feet, and longer range plans will evaluate potential use of another 219,000 square feet at the Huntington Avenue Campus.

University of Massachusetts Boston

University of Massachusetts Boston has been given responsibility to operate and maintain the entire former Boston State College Campus and to provide utilities, custodial and repair services including security for all occupants. This single line responsibility is essential in assuring appropriate operations. The University presently occupies the lower eight floors of the Tower building and the Gymnasium Building totaling some 265,000 gross square feet.

II. LONGER RANGE PERSPECTIVE

While most of the short-range problems of the consolidation have been solved, there are still a number of more difficult tasks that remain and require the careful attention of the three public higher education institutions and the Board of Regents.

A) MISSIONS

All three institutions have developed mission statements within the parameters set for specific types of institutions by the Regents' long-range plan. These statements (see appendix C) are appropriate for each particular institution. All recognize that the population they serve is urban, older, and in need of affordable, accessible educational opportunities; and the missions of the two year colleges differ markedly in emphasis and focus and complement that of the University. The Community Colleges will have an open admissions policy, emphasize developmental education, and provide occupational education and programs in the arts and sciences for students seeking transfer to colleges and universities. The University, on the other hand, will emphasize baccalaureate and graduate instruction and research which serves the region. The University will have admissions standards at an appropriate level to ensure that students who are enrolled can benefit from the opportunities provided.

B) ENROLLMENT PROJECTIONS:

Student profiles. (see Appendix D)

The public institutions in Boston enroll an urban, non-traditional student body. These institutions all located within the city limits serve the Boston neighborhoods of Allston, Brighton, Boston, Charlestown, Dorchester, East Boston, Hyde Park, Jamaica Plain, Mattapan, Roslindale, Roxbury, South Boston, and West Roxbury. However, an analysis of the geographic distribution of students enrolled at these institutions indicates a service area much larger than the city of Boston. The service area includes the cities and towns within Route 128, principally route 128 north to Melrose and south to Quincy. A recent study indicates that enrollment distributions and the patterns have not changed significantly. As one would expect, the University has a broader service area than the Community Colleges.

	Greater Boston % within Route 128	% City of Boston
Bunker Hill Community College	83%	29%
Roxbury Community College	99%	75%
University of Massachusetts Boston	73.3%	35.6%

Bunker Hill Community College, Roxbury Community College, and University of Massachusetts at Boston have in the past and will continue to target admissions efforts toward older, minority, and female students. According to the student profile of the University of Massachusetts at Boston for Fall, 1981, 51% of the students at the University were women, 16% were married, 14% were members of a minority group, 3% were resident aliens, and the average age was 27. The student profile of the College of Public and Community Service which has a particular focus toward the non-traditional student revealed that: 75% of its students were women, 37% were married, 30% were members of a minority group, and the average age was 37. The Colleges also attracted students from somewhat different geographic areas. On the one hand, the Colleges of Arts and Sciences and Management enrolled 35% and 32% from the inner suburbs. On the other hand, the College of Public and Community Service enrolled 45% of its students from the city and 32% from the inner suburbs.

At the University of Massachusetts at Boston the recruitment of a heterogeneous population is guided by a comprehensive recruiting plan prepared by the Admissions Office. The plan includes not only high school visits and participation in college fairs, but also work with various human service agencies in the area. This organized effort has ensured the enrollment of a diverse student body.

With consolidation came a substantial increase in enrollment bringing the total headcount for spring 1982, to 11,864. During the next five years, the Admissions Office will intensify efforts to recruit specific populations, including minorities, adults, and non-traditional students. The University's goal, as stated in its Long Range Plan is to achieve a student population which is representative of the diverse population of the Boston metropolitan area.

Roxbury Community College will continue its distinctive mission as a leader and primary advocate for providing the Black and

Hispanic communities with access to higher education. Roxbury continues to serve inner city neighborhoods which encompass nearly all of Boston's Black and Hispanic populations. Roxbury enrolls a student population which is: 61% female, 68% Black, and 17% Hispanic, with an average student age of 25.

This fall, Roxbury Community College established a recruitment task force to expand recruiting activities and to address the particular recruitment issues which resulted from its move to the Huntington Avenue facility. Roxbury Community College plans to expand its recruiting and will develop primary recruiting efforts within the city of Boston and focus major emphasis toward the south and west of the city.

Providing educational services to the Boston metropolitan area has been and will continue to be a priority for Roxbury Community College. Given Roxbury's expanded facilities and the support of the Regents, the College will be able to address this priority more appropriately.

Bunker Hill Community College also provides two-year educational services to the metropolitan Boston area. Bunker Hill's primary service area includes Boston, and in addition, major recruiting efforts will be focused to the north and east of the city. 86% of Bunker Hill's student body is drawn from these areas with some 75% of the students residing within five miles of the college. Bunker Hill's growth and development in this decade will reflect the changes in these communities as the college seeks to provide relevant educational services to this area.

Current and projected profiles of this service area indicate that in the future Bunker Hill will continue to serve an older student body with some 60% of the day program 21 or older. As the percentage of Black, Hispanic, and particularly Asian residents increase in this area, so will the demand on Bunker Hill for additional educational services in particular areas, such as English as a Second Language. For example, Bunker Hill Community College's day ESL program jumped from 40 students in the Fall of 1981 to 188 students in the Fall of 1982. At the same time, Bunker Hill Community College's Continuing Education's ESL program jumped from 62 students in the Fall of 1981 to 226 students in the Fall of 1982. Currently, Bunker Hill enrolls a student population which is 54% female, and 17.4% minority including 6.9% Black,

3.8% Hispanic, and 6.4% Asian. The average student age is 24. By Fall 1987, Bunker Hill anticipates enrolling a student body which is 9.5% Black, 4.2% Hispanic, and 8% Asian.

Since its founding in 1973, Bunker Hill Community College has aggressively carried out the philosophy of expanded access and open admissions. In order to meet the needs of its student body which is characterized by widely diverse economic and educational backgrounds, the College has departed from traditional educational programming. Each student is tested upon acceptance in order to determine individual educational needs. Individualized educational programs are available to help each student meet his/her educational goals. The College has developed a program for the testing of learning styles. The College provides supplemental programming which enables students to enroll in a subject matter area, while on an individual basis developing and strengthening basic educational skills particularly in reading, writing, and mathematics. The focus of this supportive service structure is Bunker Hill's Learning Center. This internationally acclaimed model currently offers over 1,000 learning sequences to some 1800 students each semester.

Through Bunker Hill's Community Educational Services Program (C.E.S.P.), the College is working with 47 community agencies and 9 corporations including Wang Laboratories and Honeywell Information Systems. Through this program, the College strengthens educational opportunities sponsored by non-collegiate organizations, and where appropriate, affiliates these programs with the College.

These efforts on the part of Bunker Hill Community College, Roxbury Community College, and the University of Massachusetts at Boston are consistent with the continuing priority of the Board of Regents to increase access to educational opportunities for the residents of the Boston area. Increased access includes not only additional enrollments but programmatic development, expansion, and coordination between the Community Colleges and baccalaureate institutions to provide cohesive, responsive educational services to these communities.

C) PROGRAM OPPORTUNITIES

The diversity of programs offered by these three institutions covers a broad range from short term workshops and certificate

programs at the Community Colleges to Master's and Ph.D. programs at the University. (See Appendix E for specific program listing).

Community Colleges

The Community Colleges in Boston offer both liberal arts transfer and career programs in allied health, engineering technology, and business administration. By 1985, when Roxbury Community College is no longer handicapped by inadequate facilities and reaches its goal of 1500 students, it will have a comprehensive mix of programs. At present, Business transfer and Liberal Arts transfer are available and Engineering transfer will be added. In the career area, programs in Accounting, Management, Retail Management, and Secretarial Science are now available as well as programs in the high technology fields of Computer Programming, Electronics Technology and Electro-mechanical Drafting. A program in Early Childhood Education is also available. Over the next three years, career programs will be developed in Allied Health, such as Medical Technician, Respiratory Therapy, etc., and additional programs will be added in Engineering Technology. Roxbury's plan to develop degree programs in nursing and computer aided drafting are currently under Board of Regents' review.

More extensive program offerings are available at Bunker Hill Community College presently. They also can be grouped into transfer and career programs. Bunker Hill has transfer programs in liberal arts and in business. Those programs with career emphasis include Business Administration, Graphics, Hotel Management, Culinary Arts, extensive programs in Allied Health and in Engineering Technology. In addition, Bunker Hill plans by 1985 to offer Laser Technology, X-Ray Service Technology.

Telecommunications Technology; additional programs in allied Health, such as Physical Therapy Assistant and Cardio-pulmonary Technology, and in pre-engineering are also under consideration.

THE UNIVERSITY

A. Undergraduates:

The University includes within its central focus numerous career-oriented programs. Undergraduates may earn a Bachelor's

degree through any of the three Colleges of the University, or through the programs in Nursing and Education. A majority of students choose a B.A. or B.S. degree program with a major in one of the twenty-six disciplines offered by the College of Arts and Sciences. Those majors include the classical (Latin, Greek, Classics, and Philosophy), and the traditional arts and sciences (English, Mathematics, History, Music, Art, Biology, Chemistry, Physics), as well as more contemporary programs (Computer Science, Black Studies). Through a range of interdisciplinary programs, the College of Arts and Sciences is responsive to the growing demand for curricula that examine questions, explore knowledge, and develop competence in subject areas which are traditionally treated separately by several disciplines.

The College of Management (CM) offers a Bachelor of Science in Management. Building on a foundation of a required ten-course Management Core, students elect a concentration which offers more advanced and specialized preparation in such areas as Human Resources Management, Marketing, Public Management, Health Service Administration, Private or Public Financial Management, Accounting, Management Information Systems, and Operations Management.

Students in the College of Public and Community Service have many varied career options in the fields of human services, community planning, and legal services. The program has been further diversified by the post-consolidation addition of the former Boston State College programs in Criminal Justice and Fire Science, both of which provide current and future practitioners in these fields with a professional education. The college meets the needs of its adult students through flexible scheduling, field-based programs and competency demonstration.

Through the Pre-Engineering Program, students who successfully complete a specific two-year cluster of the College of Arts and Science courses are guaranteed admission as transfer students to the upper-division engineering programs at either Northeastern University or UMass/Amherst. At present the establishment of an engineering collaborative in the Boston area with other independent institutions will expand opportunities even more.

A collegiate Pre-Med Advisory Committee helps students who wish to prepare for medical school to structure their undergradu-

ate program accordingly. There is also an advising mechanism to help guide pre-law students.

In addition to all the above developments in pre-consolidation UMass/Boston units, consolidation with Boston State College has brought into the University certain new career-oriented programs, most notably Education and Nursing. The Education Program is composed of the Elementary Education Department (offering majors in Elementary Education, and Early Childhood Education, and Certification in Bilingual Education), the Secondary Education Department (offering a minor only) and the Department of Physical Education, Recreation and Dance (offering seven major tracks and seven minor tracks aimed at professional preparation in the fields of Health, Physical Education, and Recreation).

Major issues to be decided in Education include the final relationship between this former Boston State College undergraduate program in Education and the existing UMass/Boston Teacher Certification Program, as well as with the Institute for Learning and Teaching; potential linkage of the Education Program with the School of Education at UMass/Amherst; and attempts to focus the Education Program on subject areas of critical shortage.

The Nursing Program, brought to the University by consolidation, leads to the B.S. in Nursing. Potential linkage of this program with UMass/Worcester or with programs currently offered in the community colleges is being studied.

B. Graduates:

The graduate programs at the University are selective and respond to the particular needs of the Greater Boston metropolitan area and its citizens. Graduate programs are important to individuals because they afford access to careers in various professions. The mandate for Boston is to focus upon interdisciplinary, career-oriented graduate programs which meet community needs for life-long learning, manpower training and teacher re-training. The campus now has over 22 master's level programs, all with a career focus; an MBA in the College of Management; and the Environmental Sciences Ph.D. program housed in the Environmental Science Center, which also serves as a resource for state agencies and commissions in addressing environmental concerns.

Under consideration are Master's programs in:

- Accounting with concentrations in auditing and taxation.
- Health Care Administration.
- Public Administration.
- Human Services.

Also well underway is the collaborative planning with the UMass/Worcester and Amherst campuses in the development of plans for a Master of Science Program in Nursing which will meet the critical need in the Boston area for nurses who can serve as teachers, administrators, and expert practitioners. The city of Boston has large numbers of nurses with BS degrees who would be well served by a public MS program.

C. Continuing Education:

Continuing education programs are essential components of urban colleges and universities which serve large numbers of working people who require flexible scheduling, convenient locations and reasonable costs. Such programs need to be of high quality and professional programs for in-service personnel are particularly necessary. All three institutions have continuing education programs and remain committed to them. (see Appendix E or listing).

At Bunker Hill Community College, the Division of Continuing Education registers over 3400 credit students in the Fall and Spring Semesters, and an additional 2300 credit students during the summer. Highest enrollments are in career areas such as business administration, computer programming, chef training, emergency medical training, photography and hotel/restaurant management. The Division, over the course of a year, also registers over 600 people in specialized programs such as: How to Start Your Own Business (in conjunction with the Small Business Administration), The Certified Dietetic Assistant Program, and The Certified Applied Food Sanitation Program. Credit courses are offered not only at the College, but also at satellite campuses in Medford, Somerville, South Boston, Dorchester and East Boston.

As part of its outreach activities, The Division of Continuing Education has instituted a program of correspondence courses, in conjunction with the self-paced, individualized Learning Center. The 23 credit-bearing correspondence courses allow for continuous

registration throughout the year, and continuous progress through to completion. Each year over 780 inmates at Massachusetts correctional institutions receive college education through this program.

Bunker Hill Community College through its Division of Continuing Education has also been a leader in Massachusetts in the use of television for education. In 1976, Bunker Hill Community College founded the College of the Air, using the broadcast facilities of WGBH to air college credit courses. Since that time over 10,000 students in credit courses and 1,400 students in non-credit courses have participated throughout Eastern Massachusetts, in receiving college instruction via television. At present, eight public and private colleges participate in this consortium, under the leadership of Bunker Hill. With the cable franchising of Boston, Bunker Hill Community College is taking a strong role in interfacing with the medium. The College is represented on the Board of Overseers of the Boston Community Access Programming Foundation, as well as on the Board of the Somerville Access Foundation. Programs produced at the College have been shown in ten communities on their cable channels, and the Media Center presently produces training programs. The College is a member of the Instructional Telecommunications Consortium of the American Association of Community and Junior Colleges, the University of Massachusetts Telecommunications Commission, the Communication Consortium (headquartered at MIT), and the Boston Educational Access Committee.

At Roxbury Community College, the Division of Continuing Education and Community Services (DCE) offers credit and non-credit courses during their regular fall and spring semesters, and also during a summer session of six weeks. Nearly all the courses offered at the present time are for credit and are identical to those offered by the College as part of its day program. The remainder, as described in further detail below, are designed and offered for enrichment and/or to meet specific requests by our constituent community. All DCE courses are listed in a Continuing Education Bulletin.

Over the past two academic years, approximately 50 to 60 sections have been offered each semester, including at least two or three GED preparation courses. Presently the Division offers about

80 courses, several of which are not duplicated in the Day Program.

One-third to one-quarter of the day faculty also teach one section during the evening, and are joined by 30 to 40 additional instructors, some of whom have been teaching in DCE since its inception. Faculty are hired by the Director of DCE and the Dean of Academic Affairs. This is done in consultation with the appropriate Division Chairpersons and faculty of the Day Program.

Part of the Roxbury's Continuing Education efforts to provide services to the community involves the use of off-campus centers and contracts with community oriented agencies that are unaccredited. The following are examples of such programs.

- Action for Boston Community Development hosts both Roxbury Community College and Bunker Hill Community College as instructional centers for basic skills and Early Childhood Education courses. Employees who take the courses earn college credit and can pursue a certificate in Early Childhood Education.
- New England Deaconess Hospital contracts with the College for a number of courses for their employees, including ESL, Spanish for Medical Workers, and Effective Writing.
- At community schools in Jamaica Plain, South Boston, Dorchester and Roxbury has started courses in developmental math and English for GED graduates who need additional skills prior to entering college.
- Hi-Tech Prep Programs: under contract with Boston's Prime Sponsor (EEPA) RCC is completing the training of 25 trainees as computer test technicians. This program included an 18 week pre-vocational component in basic math and English.
- Computer Software Technician: recently graduated 12 minority women with certificates in this field. All graduates gained employment in this skill or continued on for further education. Funded by the Department of Education/Division of Occupational Education.
- Roxbury Community College presently serves as a testing center for the High School Equivalency Certificate examination (GED). It is one of the two centers in the area that gives the test in Spanish.

— The Small Business Administration has recognized the College and DCE as a center for training small businessmen.

At the University continuing education will continue to maintain and expand satellite campuses, contracted courses with public and human service agencies and special programs. The largest program of credit-bearing courses, both undergraduate and graduate sponsored by Continuing Education, is the Summer School. Over 5,000 students were enrolled in courses in the summer of 1982, and the number of course offerings more than doubled. Summer School provides both matriculated students with an opportunity to bring new dimensions to their studies and non-matriculated students a chance to acquire a feel for University study and life on campus.

As with other former Boston State College programs, however, the reorganization of the two institutions occasioned modifications in the means of serving students through Continuing Education. However, any modifications must be done without diminishing the availability of needed upper level, low-cost continuing education courses.

At the University of Massachusetts, all credit-bearing courses on all campuses are offered through the Academic Departments of the University. This procedure assures that these courses leading toward graduation during the regular academic year are similar in course content and academic standards, whether the courses are offered during the day or in the late afternoon or evening. For this reason, the Extended Day Program at the University, which serves students who can attend only during late afternoon and evening hours, is an integral part of the University's academic offerings.

A carefully selected group of introductory and second-level courses, identical in content to "regular" University courses, is offered each semester at off-campus, satellite locations: Boston City Hospital, Braintree High School, Jackson-Mann Community School (Allston), Peabody Neighborhood Council (Cambridge), Medford High School, and West Roxbury Community High School. These off-campus courses serve the dual purpose of bringing low-cost University-level education to the citizens of greater Boston and of affording interested citizens an opportunity to attempt Uni-

versity study without making a permanent commitment. In addition to the satellite campuses, the University also offers, through Continuing Education, credit-bearing courses on a contractual basis to specific constituencies — such as members of labor unions — through the Labor Studies Program; nursing students, through the program with the Malden Hospital School of Nursing; economically disadvantaged persons, through courses offered with Action for Boston Community Development (ABCD). Other special, credit-bearing programs the Division of Continuing Education sponsors include Training for Emergency Medical technicians and the Alcoholism Treatment Services Certificate Program.

The graduate programs formerly offered by Boston State College are in the process of being transferred from Continuing Education to administration by the academic programs and departments of the University. Several of these programs duplicated existing University programs, and have been directly absorbed into the Office of Graduate Studies. The others were reviewed for retention by the University or were phased out.

The Division of Continuing Education also houses the non-credit courses, workshops, and seminars that the University sponsors. And it is this non-traditional, i.e., non-credit bearing, activity that will experience the most growth within the Division over the next five years. Several important non-credit programs are already well established; the Emergency Care Training Program is one example. The Office of Educational Telecommunications, within the division, has already joined the National University Teleconferences Network (NUTN) and is planning to hold its first non-credit workshop in December, "Teleconferencing for Business Meetings". The Office of Educational Telecommunications is bringing programs of the University to a broad audience, the viewers of cable television. Two major television programs, one a 12-part "Local Focus" public affairs series, the other, the taping of the Lowell Lecture Series, "Choices for the Commonwealth", have been developed under the aegis of OET, DCE.

While progress has been made in absorbing the continuing education programs formerly offered by Boston State College, there still remain a number of areas where definitive policies have not been finalized. The availability of upper level courses appear to

have been reduced in the process of consolidation and, therefore, the Regents will expect a final detailed report on Continuing Education as a part of the revised Long Range Plan due in June of 1983.

III. CONTINUING ISSUES

A) PROGRAM ARTICULATION AND TRANSFER ISSUES

A sound educational process requires a continuity and sequence of study which enables students to move from one level of study to another without time and resources lost to unnecessary additional preparation. Phase I of the Regent's Long Range Plan for Public Higher Education contains planning directives relating to articulation and transfer issues which form a sound basis for approaching these issues in Boston. Implementation of these planning directives is being effected with the assistance of several on-going system-wide task forces which are addressing issues of articulation, admission standards, and program review. In concert with these groups it will be necessary to establish regional or cluster committees (in this case Boston), so that specific issues relative to these institutions can be addressed. The purpose of these regional committees will be to establish a strong working relationship among these individuals, to identify particular areas of concern, and to develop action plans to address the issues raised.

At the present time programmatic articulation between Roxbury Community College, Bunker Hill Community College and the University of Massachusetts at Boston needs improvement despite the existence of a transfer compact. It is recognized that faculty involvement is the single most important factor in developing workable and acceptable articulation transfer policies. Therefore appropriate faculty participation is essential to resolution of problems in specific program areas.

Nursing, writing, and bilingual programs have been identified as priority areas where collaborative work is needed to improve articulation among the Boston institutions. Committees composed of faculty and administrative representatives of the two and four year institutions will be established by the Board of Regents to develop and recommend improvements in transfer policies and procedures in these areas. An improved system of shared responsibility in the areas of occupational/career education between the two and four year institutions will be developed. Some former Boston State programs which are being reviewed in this regard include:

Criminal Justice

Fire Science
Medical Technology
Nuclear Medical Technology

Fire Science and Medical Technology appear to be particularly appropriate for joint endeavors between Bunker Hill Community College and the University. The following models for each program are being discussed:

Fire Science: At present the program in Fire Science is housed in the College of Public and Community Service. The College is committed to continuing the program for those students currently enrolled in it; however, no new students are being admitted. Future students interested in pursuing Fire Science could perhaps be better served by the Fire Science Program as it now exists at Bunker Hill Community College, and the provision for them at the University of a completion or "capstone" program to complete the baccalaureate degree. Those students wishing to continue their studies beyond the associate's level would, under such a plan, matriculate in the University and earn a Bachelor of Arts Degree in General Studies through completion of 58 semester hours of required and elective course work. The associate's degree in Fire Science would be accepted in toto as the basis for work on the bachelor's level. The Fire Science program, jointly offered in such a manner, would be a particularly important part of the University's contribution to the needs of the communities it serves, for the program has fostered important contact among the several racial and ethnic communities of the city as it met the academic goal of instruction in Fire Science.

Medical Technology: At present the program in Medical Technology reports directly to the Office of Academic Affairs. Its nature, however, is such that it lends itself to the "2 & 2" concept and the university has made the following proposal: students wishing to pursue a B.S. in Medical Technology would be admitted to Bunker Hill Community College with assurance that admission to the University's Medical Technology Program would be guaranteed upon receipt of the associate's degree; students electing this course of study would be required to complete specific prerequisites during their four semesters of course work at Bunker Hill Community College. As with Fire Science, the Associate's degree would be

accepted in its entirety.

Nuclear Medical Technology appears not to have attracted many students in recent years and will probably be phased out once students who are currently enrolled have completed their program of study. Steps have been taken to transfer faculty tenured by the University in Nuclear Medical Technology to the Chemistry Department, and that Department has committed itself to providing the courses that the remaining students in Nuclear Medical Technology need.

Final recommendations in these areas should be completed by February 1983.

B) BASIC SKILLS AND DEVELOPMENTAL EDUCATION

The Board of Regents is giving the highest priority to the coordination of Developmental Education between the public two and four year institutions located in Boston. To this end, the Regents will appoint a group composed of Regents staff and representatives from three institutions. Using the Regents Long Range Plan as a basis, this group will be charged with making recommendations regarding the appropriate nature of basic skills programs at each institution.

The Board of Regents long range plan stipulates that "consistent with their comprehensive mission, community colleges should provide the basic skills programs which develop pre-collegiate skills and which require one or more years to complete". The emphasis given developmental education at Bunker Hill and Roxbury Community College is consistent with this policy and reflects the colleges' efforts to effectively serve their urban student body.

In designing and organizing programs to enhance the likelihood of success for its students, Bunker Hill has implemented a concept of individualized instruction which focuses on diagnostic assessment coupled with self-paced, continuous progress instruction. The challenge posed for Bunker Hill is one of providing appropriate services, at tolerable cost, to *individuals* not categories or classes of students. The college's environment, while remaining academically challenging, stresses individual success rather than competition. The large percentage of developmental students at Bunker Hill makes it imperative that the attention of the entire

institution be focused on designing the services and creating the systems to meet the needs of these students.

Extensive outreach as well as programs designed to meet the needs of mature, adult students have encouraged a wide range of individuals to attempt higher education. Upon entry, the majority of the college's students are somewhat older (average 24) and academically less well prepared than is the norm for community college students. Extensive diagnostic testing of incoming students carried out by the college's Learning Center indicates that while verbal skills are generally typical for students at inner city community colleges nationwide, mathematical achievement upon entry is well below urban 2 year college norm.

Critical components in this institution's wide approach include the college's Learning Center; supportive services provided by academic advisors and the Counselling Center; an emphasis on self-paced instruction in the classroom; a curriculum that permits students to begin at the foundations level in mathematics and English; and a grading system which permits students demonstrating reasonable progress, to continue beyond the usual semester boundaries in order to complete required material or achieve required competency levels.

The most distinctive feature of Bunker Hill's approach is the Learning Center. The Center offers more than 1000 self-paced programmed courses in a wide variety of instructional formats and currently serves some 1800 students per month.

In addition to diagnosing entry level skills of Bunker Hill students and reporting this information to the students and their advisors, the Center plays a major role in supplying developmental and supplemental instruction to students. Through the Center, students can strengthen basic academic skills. Students can acquire the content of standard college courses through alternative learning modes involving programmed instruction enhanced by their use of various audio-visual support systems. Further, students can use the resources of the Center to supplement classroom instruction—by reinforcing skills and concepts, reviewing necessary basic concepts and where appropriate going beyond the established curriculum in order to pursue specialized enrichment material.

A rapidly expanding area of instruction that is related to developmental education at Bunker Hill is English as a Second Lan-

guage. As mentioned elsewhere in this report, enrollments in ESL services at Bunker Hill have increased dramatically in the past eighteen months. In the fall of 1981, Bunker Hill Community College served 102 ESL students in the Day and DCE programs. In the Fall of 1982, Bunker Hill Community College is serving a combined total of 414 ESL students in the Day and DCE programs.

Roxbury Community College also has a substantial commitment to providing basic skills and development training. The College's Center for Individualized Progress (C.I.P.) provides academic support services for both day and evening division students. C.I.P. administers standardized diagnostic placement tests in computational skills, verbal skills and reading as a basis for recommending courses to students appropriate to their entering levels of performance. Developmental English, basic skills courses in written communication, fundamentals of math, and a reading development clinic are part of the developmental program offered to students in need of basic skill development. Roxbury's ESL/Bi-Lingual program is provided by the C.I.P. bi-lingual staff and offers content reinforcement workshops which extend beyond the basic skills courses mentioned above.

In addition, Roxbury runs a Developmental Studies Program which is a non-degree program designed to meet the needs of students who enter Roxbury Community College with a high school diploma, or equivalency certificate, but who need to develop further their reading, writing, and mathematics skills before they will be able to pursue successfully the Career Program or Transfer Program of their choice. Depending on the particular needs of each individual, a student may take one or more semesters of Developmental Reading and Developmental Writing as well as the Mathematics Modules and an introductory Humanities or Social Science course such as Introduction to Art, Introduction to Music, World History, Introduction to Psychology, or Introduction to Social Science Research Methods.

After one, or at most two semesters of Developmental Studies, a student should be well prepared with the essential academic skills needed to do successful work in the required courses for any Career Program or Transfer Program which he or she wishes to undertake.

Developmental courses carry college credit. Such courses may

not be substituted for program requirements; but they may, however, be used as free Electives. As such, the credits earned in developmental courses are applicable toward the Associate degree.

The University of Massachusetts at Boston is currently providing basic skills and developmental education to students in need of such assistance through a series of courses and workshops. The College of Arts and Sciences, through its Office of Academic Support and Advising, offers three, two-credit courses in "Fundamental Skills;" FS 011 *Fundamental Study Skills*, which reviews general strategies and approaches to college level study; FS 022 *Techniques of Critical Analysis*, which supplements a student's work in English Composition; and FS 033 *Fundamentals of Mathematics*, which is a self-paced workshop designed to prepare students for work in algebra. None of these courses is required; however, students, who through testing and evaluation, place into a Fundamental Skills course, are advised to register for it. Students who place into FS 033 and who plan to enroll in Mathematics courses at or above the Math 110 *Basic Algebra* level must successfully complete FS 033. Enrollment in Fundamental Skills courses is open, and students who have simply been away from school for a number of years may register for Fundamental Skills courses as a "psychological preparation" for undertaking their new studies. The typical enrollee in a Fundamental Skills course is usually simultaneously registered for other University full credit courses. The number of Fundamental Skills courses offered each semester is small; a total of 20 sections (FS 011 — 3 sections, FS 022 — 5 sections, FS 033 — 12 sections) of a College total of approximately 1150 sections are planned for the fall 1982 semester, and enrollment in each FS section is limited. It should be noted that the College of Public and Community Service also offers a small battery of similar courses and workshops designed specifically for the older student body it serves.

The College of Arts and Sciences also offers, through the English Department, a three-credit course, ENGL 010 *English Fundamentals*, designed to prepare students for the Freshman English I and II sequence. Students enroll in English 010 only if their placement scores dictate a review of grammar, punctuation, and the basic principles of composition. The overwhelming majority of entering Arts and Sciences freshmen do not place into English 010,

but rather place directly in English 101 *Freshman English I*, the standard introduction to composition at a university level: for the fall 1982 semester, the English Department has scheduled 12 sections of English 010 and 51 sections of English 101.

Administered through the College of Arts and Science Office of Academic support, but open to students expressing an interest in all three of the University's Colleges, is the Developmental Studies Program, (DSP). DSP is a six-to-eight week summer program designed to provide access, initially, for students to the College of Arts and Sciences; from the College of Arts and Sciences students may seek transfer into other Colleges or Programs within the University. DSP began in 1978 with an enrollment of 200 students; the students in the three Fundamental Skills courses and, when appropriate, English as a Second Language (ESL) courses; only those students who pass the FS courses may matriculate into the College of Arts and Science in the fall.

The program serves a range of students; approximately half are enrolled in ESL courses, and DSP's primary function with these students is to improve their facility with English. They are not, generally in need of skills-remediation. Another large group of students served by DSP are non-traditional (returning) students who profit from their short, highly concentrated preparation for re-entry into the academic world DSP affords them. The smallest group of students admitted to DSP are students who, through the individual interview process all applicants to DSP must undergo, are judged to be highly motivated and interested in pursuing university work; students in this group, however, have past academic records that may suggest initial difficulties with the rigor of University-level work. As a body, all three groups served by DSP must maintain the same minimum GPA and rate of retention as students admitted directly to the University.

Problems faced by the Boston Public School system, combined with a substantial and growing hispanic and minority population with an historically low participation rate in higher education, places a special obligation on public higher education to assure that developmental education is effectively supported and delivered in the region. The Task Force will be asked to identify ways in which this is being done and to make recommendations for ways in which it can be improved.

C) COLLABORATIVE EFFORTS

All three institutions, Bunker Hill Community College, Roxbury Community College, and The University of Massachusetts at Boston are involved in a number of collaborative projects and programs with other colleges and universities, business, industry, and community agencies. These relationships take a variety of forms. Some are contractual agreements for educational services such as the provision of mathematics, English, and Biology courses for hospital schools of nursing. Others are centered around the pooling of resources so that each institution develops one portion of the resource in depth while others concentrate on developing other portions. A good example of this sort is the Boston Library Consortium which provides reader, borrower, and interlibrary loan privileges at each other's libraries to the nine institutions participating. Partnerships with the Boston Public and other local schools is another important outreach effort of these institutions which provide enrichment programs and teacher instructional support programs. All three institutions work in concert with businesses to provide academic course work and services.

In addition, the University is involved in collaborative projects on a national and international level which benefit both students and faculty. There are both student and faculty exchange programs available which enrich the broad perspective of an individual's education and provide stimulating and challenging programs of study and research. See appendix F for further detail.

CONCLUSION

Within the last ten months the immediate concerns of the consolidation of Boston State College with the University of Massachusetts/Boston have been addressed—namely, integration of students, placement of faculty and the clarification of missions. The institutions provide access to a broad range of programs already, and the range will increase within the next five year period. In some instances new programs will be developed within the public institutions, such as Laser Technology at Bunker Hill, and in other instances the opportunity to enroll in certain programs will be achieved through public-private cooperative efforts such as the Engineering Collaborative.

Other more difficult concerns are still under consideration by

Task Forces, such as the final configuration of continuing education programs in the Boston area, the kinds of developmental programs that will be available at the Community Colleges and the University and the best manner in which to achieve program articulation in specific areas. Within the next year these issues should be determined. It is important to emphasize that while the issues surrounding the consolidation of Boston State College and UMass/Boston have necessitated a great deal of the Regents' attention, it is but one of several important concerns facing public higher education in the city of Boston. The Regents' consolidation plan identified the pressing facility needs of Roxbury Community College and The Massachusetts College of Art, the demand to increase educational opportunity at the two year level; and the need to develop a cooperative system of public higher education to serve the city of Boston. The Regents have moved forward in these areas over the past year as this report documents and plans, within this next year, to resolve the remaining issues.

LIST OF APPENDICES

- Appendix A — Status of Boston State College Professional Employees
- Appendix B — Facility Construction/Utilization Schedule
- Appendix C — Institutional Mission Statements*
- Appendix D — Enrollment Projections FY 82 - FY 88 Enrollment Profile
- Appendix E — Degree Program Inventory — all Day and continuing Education Degree Programs
- Appendix F — Listing of Cooperative Efforts

* Note: Institutional Mission statements are presently under review the Board of Regents.

APPENDIX A

FINAL REPORT — DECEMBER 15, 1982

STATUS OF BOSTON STATE COLLEGE PROFESSIONAL EMPLOYEES

Professional Employees — Boston State College as of July 1, 1981:

Faculty	— 278
Librarians	— 10
Professional Staff	— 40
TOTAL	-- 328

TABLE I PLACEMENT

Placement by Number and Institution or Appropriate Category

<i>Universities</i>	<i>Faculty</i>	<i>Librarians</i>	<i>Administrators</i>	<i>TOTAL</i>
University of Mass./A.	2	0	0	2
University of Mass./B.	148	2	20	170
Office of Pres./UM	1	0	0	1
University of Lowell	11	0	1	12
Southeastern Mass.	7	0	0	7
<i>State Colleges</i>				
Bridgewater	6	0	1	7
Fitchburg	3	0	0	3
Framingham	4	1	0	5
Mass. College of Art	2	3	1	6
Mass. Maritime Academy	3	0	1	4
North Adams	1	0	0	1
Salem	4	0	0	4
Westfield	4	0	0	4
Worcester	2	0	0	2
<i>Community Colleges</i>				
Bunker Hill	27	0	2	29
Bristol	1	0	0	1
Cape Cod	1	0	0	1
Massasoit	13	2	0	15
Mass. Bay	2	0	0	2
Middlesex	1	0	0	1
Mt. Wachusett	1	0	0	1
North Shore	1	0	0	1
Northern Essex	1	0	0	1
Quinsigamond	2	0	1	3
Roxbury	11	0	1	12
Board of Regents	1	0	1	2
Early Retirement Plan	13	1	0	14
Retirements	9	1	4	14
Terminations	1	0	1	2
Leave of Absence w/o Pay	1	0	0	1

GRAND TOTAL 328

TABLE II PLACEMENT — BY INSTITUTIONS — ALPHABETICALLY

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>University of Massachusetts/Amherst</i>		
Cosgrove, Edward		
Serafini, Anthony		
<i>University of Massachusetts/Boston</i>		
Anderson, Margaret M.	Berrada, Ann	Conroy, Ruth
Arnold, Gail B.	Broderick, Thomas	Doherty, William
Barrett, Mary	Conaxis, Ethel	
Bartson, Lester J.	Currier, Jane	
Bazzano, Carmelo	DePrisco, Robert	
Berkley, George E.	Grant, Jocelind	
Bertone, Robet E.	Hoynoski, Carl	
Borne, Judith	Joyce A. Elizabeth	
Brewer, Thomas	Joyce, Claire	
Cedargren, Carl J.	Mahoney, Mary	
Celi, Cameille A.	Morris, James	
Chiong, Winston R.	O'Neil, John	
Clancy, Myrna S.	O'Shea, Elizabeth	
Clarke, Cleveland O.	Perrotto, Linda	
Collins, James	Radley, Kevin	
Connors, J. Edward	Sloat, Theresa	
Corcoran, Theresa M.	Strachan, Joseph	
Cristiani, Vincent A.	Sullivan, Robert	
Cummings, Martha E.	Tucker, Royal	
Danker, Frederick E.	Young, Alexandrina	
Davidson, Patricia F.		
DeAngelis, Edith G.		
Delorey, Catherine		
DePlacido, Ann M.		
Dilday, Clarence E.		
Disch, Estelle		
Donovan, Jeremiah J.		
Dunbar, Robert P.		
Duncan, Janet E.		
Durant, Mary C.		
Dyer, Joseph J.		
Ecklein, Joan L.		
Egleston, Truman		
Farrell, Marie I.		
Feinstein, Roger		
Finn, Richard P.		
Fiorillo, Elaine S.		
Fitzpatrick, William J.		
FoxTree, Walter		
Fries, Sandra Lee		
Gainor, Mary E.		
Galvin, Moira A.		
Gelpe, Richard B.		

TABLE II (continued)

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>University of Mass./Boston (continued)</i>		
Gendrop, Sylvia		
Genes, Andrew N.		
Gershenberg, Irving		
Gilbert, Raymond R.		
Gilkey, Frida		
Goldman, Myra F.		
Gordon, Peter E.		
Gormley, Alice B.		
Goshdigian, Violet A.		
Greeley, Michael P.		
Grinnell, Ronald A.		
Guidmond, Robert W.		
Haslett, Jacqueline		
Hemingway, Herman		
Hennessey, Mary		
Herda, Hans-Heinrich W.		
Hilton, Robert		
Hull, Anthony H.		
Jenko, A. Collins		
Jones, James P.		
Kass, Seymour		
Kibrick, Anne K.		
Kime, Linda A.		
Kittredge, William J.		
Klein, Paul A.		
Konstam, Varda		
Kutz, Eleanor		
Lally, Thomas J.		
Langley, Winston E.		
Larsen, Harry R.		
Lewis, Judith A.		
Looney, John F.		
Loscutoff, James		
Lovett, Miller C.		
Luciano, Frank J.		
Malick, Herbert		
Manly, Jane B.		
Mansfield, Margaret A.		
Mariani, Henry A.		
McCarthy, Charles F.		
McCarthy, Robert V.		
McCue, James H.		
McConagh, Paul M.		
McMullin, Thomas A.		
McNamara, Michael J.		

TABLE II (continued)

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>University of Mass./Boston (continued)</i>		
Mensoian, Michael		
Merrow, Sherry L.		
Miller, Perry		
Moloney, Helen		
Moon, Joan		
Moore, Robert		
Mortimer, Theresa		
Murphy, Francis S.		
Murray, John R.		
Natale, Philip W.		
Nectow, Carol K.		
Nellis, David A.		
Nelson, Cathryn A.		
Newman, Richard W.		
Norman, Doris S.		
Nteta, Christopher		
O'Shea, Arthur		
O'Sullivan, Joan G.		
Pappalardo, Margaret D.		
Pappas, Peter		
Parsons, Pauline		
Petronella, Vincent F.		
Phelan, Jean M.		
Polito, Ronald E.		
Portnoy, Frances L.		
Prendergast, Jean		
Pula, Marilyn M.		
Quitt, Martin H.		
Raymond, Nathaniel		
Reardon, John F.		
Remick, Carole		
Rice, Mary E.		
Roncarati, Alfred		
Rudolph, Richard H.		
Saitta, Peter A.		
Saluti, Dean J.		
Santosuosso, John J.		
Saperstein, Arlyne B.		
Schwartz, Lloyd		
Segelman, Myron R.		
Shively, Charles H.		
Sobota, Catherine M.		
Spayne, Robert W.		
Squires, William		
Staebler, Lee B.		
Stewart, Joann P.		
Stotsky, Bernard A.		

TABLE II (continued)

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>University of Massachusetts/Boston (continued)</i>		
Sullivan, Robert D.		
Thorne, Cynthia		
Tierney, Marie T.		
Tobin, John J.		
Tommasini, Margaret A.		
Truesdell, Richard D.		
Useem, Elizabeth		
Walters, Hubert E.		
Webb, Gordon M.		
Weiner, Robert		
Witthoft, William G.		
Yelle, Richard T.		
Zaleskas, Edward		
<i>University of Lowell</i>		
Caputo, Sabino	Morrissey, William	
Dowd, Barbara		
Freyre, Raoul		
Griffin, Robert		
Mellican, Eugene		
Mueller, Gunthram		
Paquette, Gerald		
Ryan, Joseph		
Stick, Marvin		
Tillona, Francesca		
Wolf, Emily		
<i>Southeastern Massachusetts</i>		
Arvanites, Constantine		
Colt, LeBaron		
Fitzpatrick, Edward J.		
Foley, Joseph		
Howe, Ann R.		
Masse, Eugene H.		
Tavers, Linus		
<i>Office of the President — University of Mass./Boston</i>		
Rudsten, Daniel		

TABLE II (continued)

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>Bridgewater State College</i>		
Colgan, Richard T.	Tsaffaras, Peter	
Lerch, John H.		
Meymand, Nancy L.		
Mandell, Betty R.		
Nee, John R.		
Perrault, William		
<i>Fitchburg State College</i>		
Colbert, James		
Fagerholm, Lillian		
Moon, John E.		
<i>Framingham State College</i>		
Green, George		Husband, Jonathan
Jaffe, Martha		
Joseph, Stephen		
Jacobs, Aaron		
<i>Massachusetts College of Art</i>		
Lipchitz, Gretchen	Green, Ralph	Keating, John
Scanlon, Dorothy		Morgan, George
		Talbot, William
<i>Massachusetts Maritime Academy</i>		
McCarthy, Eugene	Norton, Mary Louise	
Reynolds, Charles V.		
Sanford, Weston P.		
<i>North Adams State College</i>		
Hellquist, C. Barre		
<i>Salem State College</i>		
Budrose, Charles R.		
Kenosian, Charles		
Longus, Pharnal		
McCauley, Rita N.		
<i>Westfield State College</i>		
Anciello, Michael		
Goodale, Robert		
Koury, Daniel		
Songdahl, John H.		
<i>Worcester State College</i>		
Gordon, Linda		
Tyrell, Richard S.		

TABLE II (continued)

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>Bunker Hill Community College</i>		
Armstrong, Edward	Straughter, Yvette	
Bondelevitch, Patricia	Wickman, Shirley	
Brenner, Joan H.		
Cody, John V.		
DiGiovanni, Robert		
Girodet, Paul		
Gormley, Henry L.		
Hofford, James L.		
Hoose, Alfred		
Ivers, Ruth		
Jurich, Joseph G.		
Koch, Albert		
Krueger, Ann M.		
Kunnenkeri, John K.		
Fox, Vivian		
Lembo, Nicholas		
Margolis, Robert A.		
McQuade, M. Christine		
O'Brien, James J.		
O'Neil, John J.		
Rosenthal, Sydney		
Solin, John F.		
Temple, Maurice		
Thompson, Arthur F.		
Beeke-Levy, George		
Tringale, Vincent		
Boron, Marian		
<i>Bristol Community College</i>		
Andreini, Donald		
<i>Cape Cod Community College</i>		
Fiorello, Joseph		
<i>Massasoit Community College</i>		
Bennett, Clarence W.		Gorman, Mary
Bowles, Robert L.		Jones, Joanne
Burke, Gerard F.		
Casey, Mary E.		
Connelly, Maureen A.		
Dalton, Philip		
Foley, Maurice		
Godin, Thomas J.		
McGregor, James E.		
Simeone, Anthony J.		
Sudhalter, David		
Veale, Francis J.		
Wolkon, Kenneth A.		

TABLE II (continued)

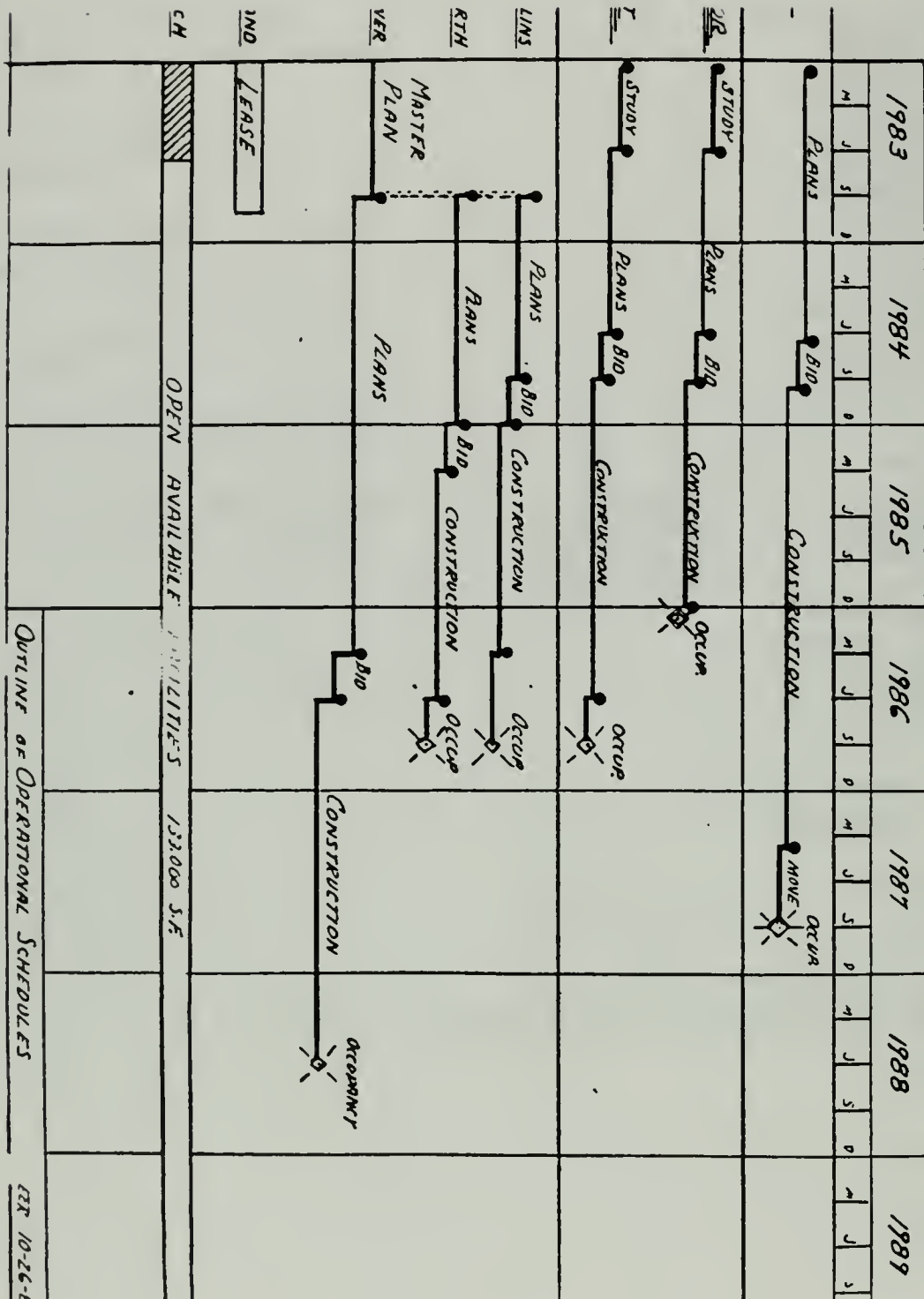
<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>Mass. Bay Community College</i>		
Klein, Milton		
Thorne, Richard C.		
<i>Middlesex Community College</i>		
Grozier, Richard		
<i>Mt. Wachusett Community College</i>		
Normand, Clarence		
<i>North Shore Community College</i>		
Smith, Melden		
<i>Northern Essex Community College</i>		
Kowalski, Ronald		
<i>Quinsigamond Community College</i>		
Bernard, Laureat	Rome, Stanton F.	
Doon, John A.		
<i>Roxbury Community College</i>		
Fowell, Elvin M.	Gibbons, Donald	
Gonzalez, Jose		
O'Meara, Gerard M.		
Ostenson, Ruth		
Power, Thomas		
Scott, Bruce		
Shanmugasundaram, D.		
Shaw, M. Arnold		
Staulo, John		
Warren, Richard D.		
Woodland, John T.		

TABLE III — STATE OF OTHER PERSONNEL BY CATEGORY

<i>Faculty</i>	<i>Administrators</i>	<i>Librarians</i>
<i>Board of Regents</i>		
Weston, John C.	Thibault, Emile	
<i>Early Retirement Plan</i>		
Bufalini, Robert		Donovan, Helen
Calmas, Wilfred		
Demakes, Charles		
Ernest, Elliot R.		
Gesmer, Anna B.		
Haughey, David W.		
Kenney, William		
Ladd, Ralph E.		
Sullivan, Paul		
Thornton, George E.		
Tinkham, William K.		
Wallace, Albert W.		
Wrigley, Clifford S.		
<i>Retirements</i>		
Balboni, Alan	Kemp, James	Rodman, Carol
Barry, Stephen	Ricciuto, Anthony	
Bertolli, Robert	Rothermel, John	
Hanley, Leo	Vaccaro, Joseph	
Newell, Lawrence		
St. Pierre, Caroline		
Walsh, Francis		
Young, Henry		
Zeisel, Susan		
<i>Leave of Absence w/o Pay</i>		
Nelson, M. Christine		
<i>Terminations</i>		
Ault, Robin	DeVincenzi, Irene	

NOT PERMANENTLY PLACED

All faculty, administrators, and librarians have been permanently placed.

B
FACILITY CONSTRUCTION/UTILIZATION SCHEDULE

APPENDIX C

INSTITUTIONAL MISSION STATEMENTS

Mission of the University of Massachusetts at Boston

Phase I of the long range planning document of the Board of Regents (June, 1982) contains a general mission statement for the University of Massachusetts as a whole:

A major comprehensive institution, the University of Massachusetts shall continue to fulfill the goals of academic excellence, research and public service by offering a broad range of liberal and professional education at both the undergraduate and graduate levels and the extension of this education to the people and institutions of the state. Both activities require that faculty must engage at a high level of quality in research, scholarship and public service and thereby make an active contribution to both the pool of knowledge and the development of the disciplines and professions, nationally and internationally, in all program areas.

The specific mission statement for the University of Massachusetts at Boston is as follows:

The University of Massachusetts at Boston is the public four-year undergraduate, graduate and professional institution of higher education for the Boston metropolitan area. It offers academic programs at the bachelors, masters, and doctoral levels in the humanities, the sciences and the professions. In the development of these programs, it ensures the academic excellence appropriate for a university in the appointment of its staff, in the teaching of its faculty, and in the learning of its students. As a *public* university, it protects the access of all citizens, regardless of financial situation, physical disability, race, ethnic background, age, or sex, to the opportunity for university education. As an *urban* university, it supports teaching, research and service which address the special needs of residents in the various communities of the city.

The University of Massachusetts at Boston provides access to high quality in education, offering a diverse student body the opportunity, at all levels of instruction, for intellectual and personal growth. As members of the University explore the past for a better understanding of the present, and come to grips with the present in the hope of a wiser and happier future, they share in the work of building a more humane society for all.

BUNKER HILL COMMUNITY COLLEGE

INSTITUTIONAL MISSION

The mission of Bunker Hill Community College is well established as a comprehensive, community centered, community serving institution. Within its established mission Bunker Hill is organized to permit flexibility and adaptability in responding to changing public policy and community needs. The College is committed: (1) to expanding access to the quality and quantity of community college services required by the residents of the eleven cities and towns served by Bunker Hill and (2) to ensuring that Bunker Hill will remain adaptable, flexible and creative in responding to the needs of its urban community.

Priority services which have been accounted for in the planning process include:

- Extending open admissions to late adolescents and adults residing in the College's prime service area of Boston, Cambridge, Chelsea, Everett, Revere, Medford, Malden, Winthrop, Somerville, Melrose, and Stoneham;
- Emphasizing developmental education, assessment and individualized approaches to instruction;
- Extending educational outreach efforts to underserved populations residing in the Greater Boston urban area;
- Providing occupational education in fields that promise substantial employment and career potential, e.g., Electronics, Computer/Data Processing, Allied Health, Culinary Arts, Hospitality, etc.;
- Providing low cost, high quality educational programs in the arts, sciences, social science and humanities for students seeking eventual transfer to upper division colleges and universities;
- Contributing through education to community development in areas such as elder affairs, housing, social services and corrections; and
- Contributing through education to improved productivity in business and industry (inservice and affiliated training at Data Printer Corp., Honeywell, Wang, Intensive Math/Electronics training for women, etc.).

ROXBURY COMMUNITY COLLEGE

Mission Statement

Roxbury Community College has existed as a predominantly black and Hispanic institution since it was founded in 1973. During that period, it has had to continuously combat negative external factors consistent with the local racist and discriminatory politics of Boston concerning service of low-income people of color. The College was established by the Commonwealth of Massachusetts with an original mission statement as follows:

Roxbury Community College is a coeducational, urban college, established by statute by the Commonwealth of Massachusetts. As set forth in the Statement of Goals and Objectives adopted by the Massachusetts Board of Regional Community Colleges on November 9, 1973, it is a goal of the Massachusetts Regional Community Colleges to provide residents of the Commonwealth with an optimum opportunity for access to a college education consistent with their interests and aptitudes and to reduce to a minimum the economic, social, psychological, and academic barriers to education opportunity.

Toward this end, Roxbury Community College shall, within the limitations of its resources, maintain an open door policy at the College to all applicants who have a high school diploma or the equivalent, with selective placement in the different curricula and other programs of the College. In addition, mature individuals who do not have a diploma or the equivalent but whose experience and motivation make successful completion of a given program likely, shall be admitted without regard to race, color, religion, national origin, age, or sex.¹

Since 1960 community colleges have increased by 100 percent and comprise 40 percent of all students enrolled in college for credit. Of that overall student population, 10.7 percent is represented by black enrollment.² Of this 10.7 percent, 50 percent of the black students are in attendance at the community college level. With these statistics clearly in focus, Roxbury Community College recognizes the growing need for access to community colleges for people of color and that "they do make a difference for many students—providing them opportunities for better lives than their parents had. They are able to introduce some students, particularly those who are residential rather than commuter students to ideas, influences, and ways of life that broaden their view of the world. It may be that students and teachers intent on

changing society could raise the consciousness of community college students about where they fit in the social system and why they fit where they do. All this is possible, important and underway in many community colleges.”³

In addition, Roxbury Community College strives to meet the commitment set down for community colleges: “to provide the training in citizenship, basic values and skills necessary to function in society; skills formerly imparted in the secondary schools.”⁴

Toward these ends we strive to bring more specific focus to our mission through the needs exemplified by the community we serve and as a national example of one of the fifty-six community colleges in the United States serving a predominantly black population. We offer programs and resources to Boston and the surrounding areas with a heavy concentration upon the inner city which includes Roxbury, Dorchester, Mattapan, the South End, and Jamaica Plain. These areas encompass nearly all of Boston's black and Hispanic population as well as those newcomers to this country who are from the Caribbean, Central and South America, the Middle East, and Africa. The College's student body reflects the cultural and linguistic heterogeneity of the surrounding community. Areas from which many of our students have come hold the highest rate of unemployment, and the greatest percentage of families with incomes below the poverty line. Forty-five percent of our students have never formally completed high school, but have earned diplomas through the General Education Development (GED) program.

Given our commitment to the growth and development of the students and their neighborhoods, we believe we must continue to search for educational ideals which will help the College address its unique needs and characteristics. These ideals suggest a vision of the kind of student we hope to graduate. But since the students mirror the College as a whole, the vision and hopes for student learning and growth are also a vision for everyone who is a part of the College.

We want to keep a sense of the human being's integrity in focus. We want to see students as persons integrating their intellectual and emotional energy to define a course of behavior that helps them survive in their social and physical environment. The College aims to provide four avenues toward the realization of this

vision: Basic Learning Skills Competence, Career Skills Competence, Cultural Understanding, and Empowerment to Shape the Future.

Basic Learning Skills Competence—enables the student to carry out basic verbal and quantitative tasks required in most programs of higher learning as well as in most professions and places of business. Also included within the definition of what is basic to education is the skill of learning how to learn. People learn how to learn when they question and thus become active learners.

Career Skills Competence—enables students to become employed in those careers of their interest that have potential for growth and further learning, and that enables them to provide for their families and neighborhoods.

Cultural Understanding—refers to the students' ability to recognize and appreciate the rich heritage of their own particular ethnic group and to develop a sense of the value in other cultures. Thus, they must come to understand the common struggle of the earth's peoples. The diverse ethnic backgrounds of our students and faculty provide concrete opportunities for developing these understandings. Students must also grasp those visions and creations of men and women from all parts of the globe who have given us contemporary science and art. It is this understanding of the dynamics moving the modern world that can help our students cope with the accelerating pace of change in their own lives.

Empowerment to Shape the Future—is the fourth perspective from which we state an educational ideal. It addresses the ability of the person to achieve and the student's responsibility to use his or her skills and understanding for active citizenship. Such a citizen works in the service of democratic principles and confronts the contradictions for social injustice. Such citizens will help to make those definitions that will shape the future for themselves, their families and communities, their city and society, and the world in general.

Overall Institutional Goals: Long and Short Range

- 1.0 To provide information of and access to academic skills, knowledge, and technical career development for people in the primary service area of Roxbury Community College.
- 1.1 To develop new programs in Human Services, Allied Health and Technology.

- 1.2 To offer a comprehensive Cooperative Education Program.
- 1.3 To provide access for evening students to the College's instructional programs and academic support services.
- 1.4 To further develop a system of recruitment, orientation and admissions which will meet our enrollment goals.
- 2.0 To create an environment that encourages professional and staff development.
- 2.1 To develop a program of faculty development.
- 2.2 To develop a program for the training of clerical staff.

APPENDIX D

ENROLLMENT PROJECTIONS FY82-FY88

ENROLLMENT PROFILES

University of Massachusetts at Boston

FTE ENROLLMENT PROJECTION FY82-FY88

	FY82 (Fall 81)	FY83	FY84	FY85	FY86	FY87	FY88
Undergraduate	6636	9120	9120	9100	8950	8750	8550
Graduate	99	380	530	700	750	850	950
Total	6735	8500	9650	9800	9700	9600	9500
Percent Graduate	1.4%	4.0%	5.5%	7.1%	8.4%	8.9%	10.0%

Bunker Hill Community College

FTE ENROLLMENT PROJECTIONS FY 82-88

FY 82	FY 83	FY 84	FY 85	FY 86	FY 87	FY 88
2317	2605	3070	3150	3300	3300	3300

ENROLLMENT — BUNKER HILL COMMUNITY COLLEGE
FALL 1982

BOSTON AND NEIGHBORHOODS ONLY

Boston	151
Allston	28
Brighton	48
Charlestown	93
Dorchester	152
East Boston	98
Hyde Park	36
Jamaica Plain	31
Mattapan	22
Roslindale	42
Roxbury	18
South Boston	75
West Roxbury	25
Total	819*

* This represents 29.2% of the day student enrollment.

Roxbury Community College

FTE ENROLLMENT PROJECTIONS FY 82 - FY 88

FY 82	FY 83	FY 84*	FY 85*	FY 86*	FY 87*	FY 88*
(Fall 81)	1000	1200	1300	1400	1500	1500

* Enrollment increases these years assumes additional space at Huntington Avenue or the completion of the new facility in the Southwest corridor.

ENROLLMENT — ROXBURY COMMUNITY COLLEGE

FALL 1982

BOSTON AND NEIGHBORHOODS ONLY

Boston	175
Roxbury	258
Dorchester	347
Mattapan	139
Allston	16
Brighton	11
Hyde Park	25
Jamaica Plain	86
South Boston	1
East Boston	5
Roslindale	24
West Roxbury	2

APPENDIX E

BOARD OF REGENTS PROGRAM INVENTORY

UNIVERSITY OF MASSACHUSETTS - BOSTON

FORM A

INSTITUTION

GRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHORITY	# OF DEGREES AWARDED 7/80 - 6/81		# OF MAJORS			FY 82 PROGRAM LOC	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	satellite (city/to)
Applied Physics MS		10/19/79	0	0	6	-	-	Boston	
Biology MS		11/3/84	1	0	26	17	15		
Applied Marine Ecology track	University Approval	1980							
Chemistry		1972	0	0	8	9	7		
American Civilization MA		11/21/80	0	0	5	-	-		
Critical & Creative Thinking		9/21/79	1	0	65	-	-		
English MA		1972	11	0	50	55	51		
History MA		1973	3	0	55	32	30		
History/Archives track	University Approval -	1978							
Historical Archaeology track	Chancellor's Approval -	5/1/80							
Mathematics MA		1971	2	0	7	9	9		
Computer Science track	Chancellor's Approval	12/23/80			-	-	-		
					222	122	112		

UNIVERSITY OF MASSACHUSETTS - BOSTON
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM B

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHOR.	# OF DEGREES AWARDED 7/80 - 6/81		# OF MAJORS			FY 82 PROGRAM LOCATIONS	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	satellites (city/town)
Biology (H)	Biology	1965	59		330	377	552		
Management (H)	Management	1975	191		1118	1008	560		
Accounting (C)									
Health Services (C)									
Management of Human Resources (C)									
Management Information Systems (C)									
Marketing (C)									
Operations Mgmt. (C)									
Private Financial Mgmt. (C)									
Public Financial Mgmt. (C)									
Public Mgmt. (C)									
Engineering (H)	Cooperative program with UMass/Amherst					44			
Art (H)	Art	1965	52		142	178	233		
Music (H)	Music	1965	14		57	85	136		
Theatre Arts (H)	Theatre Arts	1965	17		62	94	116		
Greek-Latin (H)	Greek-Latin	1965	-		-	-	-		

UNIVERSITY OF MASSACHUSETTS - EASTON
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM B

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHOR.	# OF DEGREES AWARDED 7/00 - 6/81		# OF MAJORS			PY 82 PROGRAM LOCATION	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	satellites (city/town)
French (M)	French	1965	26		41	48	68		
German (M)	German	1965	2		11	15	23		
Italian (M)	Italian	1965	8		7	19	27		
Spanish (M)	Spanish	1965	20		65	70	92		
Russian (M)	Russian	1965	3		12	12	26		
Latin (M)	Latin	1965	3	Incl. in Classics	see 1504				
Greek (M)	Greek	1965	2	Incl. in Classics	see 1504				
Gerontology (M)	Gerontology								
Legal Services Ed. (M)	Legal Services Ed.		28		103	103			
English (M)	English	1965	123		364	418	460		
Classics (M)	Classics	1965	5		15	13	10		
Philosophy (M)	Philosophy	1965	25		45	61	81		
Philosophy/Psychology (M)	Philosophy	1965							
Ethics, Social & Political Philosophy (M)	Philosophy	1965							
Mathematics (M)	Mathematics	1965	10		104	98	166		
Applied Math (M)	Applied Mathematics	1979		Majors Included in Math.					
Computer Science (M)	Computer Science	1979	8		270	56			

UNIVERSITY OF MASSACHUSETTS ~~BOSTON~~
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM B

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHOR.	# OF DEGREES AWARDED 7/00 - 6/81		# OF MAJORS			FY 82 PROGRAM LOCATION	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	satellites (city/town)
Physics (M)	Physics	1979	5		43	37	41		
Chemistry (M)	Chemistry	1979	6		76	72	97		
Psychology (M)	Psychology	1965	125		331	412	584		
Psychology/Philosophy (M)	Psychology/Philosophy	1965							
Community Planning (M)	Community Planning	1965	8		70	19			
Comm. Pl. Housing (C)	Comm. Plan. Housing					33			
Comm. Pl. Mgmt. (C)	Comm. Plan. Mgmt.					0			
Human Services (M)	Human Service Advocacy		63		345	228			
Adult Training in Human Services (M)	Adult Training in Human Services					NA			
Youth Worker (M)	Youth Worker					NA			
Internative Career (M)					117	53			
Anthropology (M)	Anthropology	1965	28		77	83	129		
Economics (M)	Economics	1965	67		161	166	195		
History (M)	History	1965	43		136	153	249		
Political Science (M)	Political Science	1965	65		199	219	282		
Sociology (M)	Sociology	1965	135		239	377	517		

BOARD OF REGENTS PROGRAM INVENTORY

FORM B UNIVERSITY OF MASSACHUSETTS-BOSTON
INSTITUTION

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	REGIS CODE	AWARD LEVEL	DEGREE NOMENCLATURE	YR. OF BOARD ACTION	# OF DEGREES AWARDED 7/80 - 6/81		# OF MAJORS		
					state supported	continuing education	FALL '81	FALL '79	FALL '77
Interdisciplinary Concentrations: In addition to the degree majors and concentrations listed above, students may enroll in complete coursework in the following concentrations. Students must complete a major in an academic area and will receive a degree listing both the academic area and the concentration. For example: English and Linguistics concentration.									
Biobehavioral Studies	Blank								
East Asian Studies	0302								
Irish Studies	0399								
Latin Amer. Studies	0308								
Linguistics	1505								
Study of Religion	1510								
Teacher Cert. Program									
Elementary	0802								
Secondary	0803								

The students enrolled in these concentrations have been included as majors in the previously listed baccalaureate degree programs. Enrollment in these specific concentrations will be forthcoming.

University of Mass— Boston

BOARD OF REGENTS PROGRAM INVENTORY

INSTITUTION

FORM C

CERTIFICATE AND DIPLOMA AWARDS

PROGRAM CATEGORY	HEGIS CODE	NCES CODE	AWARD TYPE	AWARD NOMENCLATURE	ENROLLMENT MOST RECENT SEMESTER
The following certificate programs are similar to the baccalaureate majors and are designed for students who wish to supplement prior or current educational experiences. Consequently, the HEGIS codes are those generally used to designate baccalaureate programs, which best describe these certificate programs. The codes available for certificates and diplomas (the 000+ series) do not accurately describe the UMBS certificate programs.					
Psychology of Human Relations	0419		All programs offer	(Same as program title.)	
Certificate in Translation	1105		Certificates		11 Note: these enrollments are a double counting with the undergraduate majors in Form
Comparative Literature	1503				17
Computer Science	0799				14
Creative Writing	1507				
Labor Studies	0516				
Law & Justice	1499				
Artist Studies	2207				
New England Historical Arch.	2203				
New England Prehistorical Arch	2203				
Technical Writing in Computer Science	0799				
Urban Studies	2214				8
Women's Studies	4900				50
				Total	

Enrollment in the other certificate programs was not available at the time of submission of this document.

UNIVERSITY OF MASSACHUSETTS-BOSTON
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM D

PROGRAM PLANNING STATUS

PROGRAM PLANNING STATUS										
PROGRAM CATEGORY	DEGREE NOMENCLATURE	PROPOSED FUND- ING SOURCE		PROGRAM LOCATION(S)		NOT YET SUBMITTED	PLANNING STATUS			TO BE PHASED LAST IN DATE
		STATE SUPPORT	CONF. ED.	HOME CAMPUS	SATELLITES (CITY/TOWN)		SUBMITTED	SUBMITTED		
								STAGE 1 1 1 1	APPR'D DATE	
Environmental Science PhD						1983	X	X		
BA						1983	X	X		
Liberal Studies MA						1983	X	X		
Applied Sociology MA						1983	X	X		
Human Services MS						1983	X	X		
Psychobiology MS						1983				
Nursing MS						1983*				
Urban Studies MS						1983*				
Public Administration MEd						1983*				

University of Mass-Huntington Avenue
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM A

GRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD ACTION	# OF DEGREES AWARDED 7/00 - 6/01		# OF MAJORS			FY 82 PROGRAM LOCAT	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	satellite (city/town)
GRADUATE	Bilingual/Multicultural Studies			5	15	27	12		
	Career Education			11	23	29	14		
	Community Service/Adult Education			6	1	9	6		
	Counselor Training			76	358	372	292		
	Early Childhood Education			1	0	0	0		
	Educational Administration			28	75	97	153		
	Elementary Education			40	41	58	54		
	English as a Second Language			13	48	57	29		
	Instructional Media			18	23	29	35		
	Natural Science			3	1	5	2		
	Public Management			19	12	16	5		
	Reading on the Elementary Level			19	17	34	69		
	Reading on the Secondary Level			14	24	23	32		
	School Psychology			9	33	38	24		
	Special Education			99	225	128	114		
	Teaching in Secondary School			25	33	38	58		
	Teaching a Subject Area in the School			16	27	27	30		
	Urban Education			2	0	6	14		
	For Teachers in American Schools Overseas				22	0	0		

University of Mass-Hunt Ingleton Ave

INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM 1

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHOR.	# OF DEGREES AWARDED 7/80 - 6/81		# OF MAJORS			FY 82 PROGRAM LOC.	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	satellit (city)/to
Accounting	Economics/Concen. Accounting	1979	-	Duplicate	105	NA	NA		Huntingt
History	History/Concen. American	1978	18	73	109	138	138		Huntingt
American Studies	Studies		-	6	NA	NA	NA		Huntingt
Family Studies	History/Concen. Family	1978	-	7	NA	NA	NA		Huntingt
Soviet & Eastern	History/Concen. Soviet &	1974	-	0	NA	NA	NA		Huntingt
European Area	Studies		-						Huntingt
Mathematics	History/Concen. European Area		-						Huntingt
Computer Science	Mathematics	1975	-	91	85	82	82		Huntingt
	Mathematics/Concen. Computer		-	284	NA	NA	NA		Huntingt
	Science		-						Huntingt
Physical Education:			68						Huntingt
Business & Industry	Phys. Ed. in Business &	1977	11	11	368	420	420		Huntingt
	Industry			12	NA	NA	NA		Huntingt
Elementary Schools	Phys. Ed. in the Elementary		4	12	NA	NA	NA		Huntingt
	Schools								Huntingt
Recreation for the	Phys. Ed. & Recreation for	1973	5	16	NA	NA	NA		Huntingt
Handicapped	the Handicapped								Huntingt
Secondary Schools	Phys. Ed. in Secondary		40	21	NA	NA	NA		Huntingt
	Schools								Huntingt
Dance	Phys. Ed./Concen. Dance	1977	-	2	NA	NA	NA		Huntingt
Health	Phys. Ed. in Health	1977	-	6	NA	NA	NA		Huntingt
Athletic Training	Phys. Ed. in Athletic	1977	7	23	NA	NA	NA		Huntingt
	Training								Huntingt
Coaching	Phys. Ed./Concen. Coaching	1968	-	26	NA	NA	NA		Huntingt
Recreation	Phys. Ed. in Recreation	1972	1	8	NA	NA	NA		Huntingt
Physics	Phys. Ed. in Recreation		-						Huntingt
Natural Science	Physics		-						Huntingt
	Physics/Concen. Natural		-						Huntingt
	Science		-						Huntingt
Public Service:			142						Huntingt
Public Administration	Public Administration	1974	23	439	680	855	855		Huntingt
Law Enforcement	Law Enforcement		106	573	NA	66	66		Huntingt
				336	NA	784	784		Huntingt

University of Mass-Huntington Av
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM B
UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD ACTION.	# OF DECREES AWARDED 7/80 - 6/81		# OF MAJORS		FY 82 PROGRAM LOCATI	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus
Fire Science	Fire Science	1973	10		46	NA	41	Huntington
Regional Studies:	Regional & Urban Planning		19		52	76	85	Huntington
Regional Cultural	Regional Cultural Studies	1968	6		8	NA	NA	Huntington
Regional Physical	Regional Physical Studies		2		9	NA	NA	Huntington
Latin American	Latin American		11		34	NA	NA	Huntington
Political Science	Political Science		16		1	NA	NA	Huntington
Legal Studies	Political Science/Concen. Legal Studies	1980	-		71	101	128	Huntington
Sociology	Sociology		41		44	NA	NA	Huntington
Anthropology	Sociology/Concen. Anthro- pology		-		128	175	203	Huntington
Foreign Languages:					16, 11	NA	NA	Huntington
French	French		17		32	NA	NA	Huntington
Spanish	Spanish		3		9.	NA	NA	Huntington
German	German		13		21.	NA	49	Huntington
			17		32, 2-	NA	NA	Huntington
*Art	Concen. Art				61	NA	NA	Huntington
*Music	Concen. Music				41	NA	NA	Huntington
UNDECLARED MAJORS					1349	1054	970	
				Non-duplicative Total:	4695			
NA - Not available								

University of Mass-Huntington Ave
INSTITUTION

FORM C

CERTIFICATE AND DIPLOMA AWARDS

PROGRAM CATEGORY	AWARD NOMENCLATURE	ENROLLMENT MOST RECENT SEMESTER	FY 82 PROGRAM LOCATION	
			HOME CAMPUS	SATELLITE(S) (CITY/TOWN)
ALCOHOLISM	Alcoholism Treatment Services Certificate Program	175	13	
	Computer Programming and Information Processing Certificate Program	343	37	
ACCOUNTING	Public Accountancy Certificate Program	211	23	(9) Allston W. Roxbury Medford Braintree
	Paralegal Studies Certificate Program	83	13	

BUNKER HILL COMMUNITY COLLEGE

INSTITUTION

STATE OF DEGREES PROGRAM INVENTORY

FORM B-1

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE HONORIFIANCE	YR. OF BOARD AUTHOR.	# OF DEGREES AWARDED 7/80 - 6/81		# OF MAJORS			FY 80 PROGRAM	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	none carpus	state (city)
Business Administration Program (N)	Business Administration	1973	73	N/A	388	501	440	X	none
Business Administration (N)	Business Administration			N/A	386	469	397	X	none
Management (C)	Bus Adm/Management			N/A	---	---	---	X	none
Accounting (C)	Bus Adm/Accounting			N/A	---	---	---	X	none
Retail Management (C)	Bus Adm/Retail Mgmt			N/A	---	---	---	X	none
Music (C)	Bus Adm/Music			N/A	---	---	---	X	none
Transportation Mgmt (C)	Bus Adm/Trans Mgmt			N/A	2	32	43	X	none
Office Education Program (N)	Office Education	1973	53	N/A	192	233	255	X	none
Executive Secretarial Option (C)	Office Ed/Executive			N/A	141	134	133	X	none
Legal Secretarial Option (C)	Office Ed/Legal			N/A	32	50	73	X	none
Bilingual Secretarial Option (C)	Office Ed/Bilingual			N/A	4	3	5	X	none
Medical Secretarial Option (C)	Office Ed/Medical			N/A	13	43	44	X	none
Administrative Assistant Option (C)	Office Ed/Administrative Assistant			N/A	2	3	---	X	none
Graphic and Visual Communication Program (N)	Graphic and Visual Communication	1974	16	N/A	107	93	76	X	none
Design/Illustration Options (C)	Graphic and Visual Communication			N/A	---	77	46	X	none
Printing Management Option (C)	Graphic and Visual Communication			N/A	---	16	30	X	none
Computer Programming Technology Program (N)	Business Administration/ Computer Program	1978	30	N/A	217	---	---	X	none
Electronic Technology Program (N)	Business Adm/Computer Electronic Technology	1981		N/A	41	---	---	X	none

BUNKER HILL COMMUNITY COLLEGE
INSTITUTION

BOARD OF REGENTS PROGRAM INVENTORY

FORM B

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHOR.	# OF DECREES AWARDED 7/80 - 6/81		# OF MAJORS			FY 82 PROGRAM	
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus	state (city)
Radiation Health Sciences Program (N)	Radiation Health Sciences	1974	31	N/A	69	81	81	X	none
Medical Radiography (M)	Medical Radiography	1974		N/A	43	47	49	X	
Nuclear Medicine Technology (M)	Nuclear Medicine	1974		N/A	26	34	32	X	none
Nursing Program (M)	Nursing	1974	33	N/A	73	78	84	X	none
Hotel/Restaurant/Travel Management Program (M)	Hotel Restaurant Mgmt	1974	27	N/A	103	189	189	X	none
Culinary Arts Program (M)	Hotel Restaurant Mgmt/ Culinary Arts	1980			87	---	---	X	none
Criminal Justice Program (M)	Criminal Justice	1973	52	N/A	127	184	237	X	none
Fire Protection and Safety Technology Program (M)	Fire Protection	1973	10	N/A	29	55	65	X	none
Human Services Program (M)	Human Services	1973	51	N/A	160	221	240	X	none
Media Technology Program (M)	Media Technology	1980		N/A	---	---	---	X	none
Liberal Arts Program (M)	Liberal Arts	1973	115	N/A	677	644	840	X	none
Liberal Arts/ Business (C)	Liberal Arts/Business			N/A	---	43	57	X	none
Liberal Arts (M)	Liberal Arts			N/A	677	601	783	X	none
Liberal Arts Painting Certificate Program	Liberal Arts/Painting Certificate			N/A	16	14	---		none
Liberal Arts Photography Certificate Program	Liberal Arts/Photography Certificate			N/A	3	3	---		none
Liberal Arts Music Certificate Program	Liberal Arts/Music Certificate			N/A	8	3	---		none
Undeclared			N/A	N/A	596				
TOTALS: DAY DIVISION			481		2893				

BUNKER HILL COMMUNITY COLLEGE

CERTIFICATE AND DIPLOMA AWARDS

YR. OF BOARD AWARD NOMENCLATURE AUTHOR	# OF DEGREES AWARDED	7/80 - 6/01 state continuing education supported	FY 82 PROGRAM 14			
			HOME CAMPUS	SATELITE (CIT)		
Business Administration (AS)	1973	73	1/A	363 (S82)	X	none
Business Administration (AS)	1973	53	1/A	{ 362 (S82)	X	none
Bus Adm/Management (AS)			N/A		X	none
Bus Adm/Accounting (AS)			N/A		X	none
Bus Adm/Retail Mgmt (AS)			N/A		X	none
Bus Adm/Music (AS)			N/A		X	none
Bus Adm/Trans Mgmt (AS)	1973	53	1/A	1 (S82)	X	none
Office Education (AS)	1973	53	1/A	155 (S82)	X	none
Office Ed/Executive (AS)			N/A	111 (S82)	X	none
Office Ed/Legal (AS)			N/A	29 (S82)	X	none
Office Ed/Bilingual (AS)			N/A	2 (S82)	X	none
Office Ed/Medical (AS)			N/A	12 (S82)	X	none
Office Ed/Administrative Assistant (AS)	1974	16	N/A	1 (S82)	X	none
Graphic and Visual Communication (AS)			N/A	80 (S82)	X	none
Graphic and Visual Communication (AS)			N/A	---	X	none
Graphic and Visual Communication (AS)			N/A	---	X	none
Graphic and Visual Communication (AS)			N/A	---	X	none
Business Administration/Computer Program (AS)	1978	20	1/A	367 (S82)	X	none
Business Adm/Computer Electronic Technician (AS)	1981	39	N/A	39 (S82)	X	none

BUNKER HILL COMMUNITY COLLEGE

BOARD OF REGENTS PROGRAM INVENTORY

FORM C

INSTITUTION

PROGRAM CATEGORY	AWARD NOMENCLATURE	VR. OF BOARD UTHOR	# OF DEGREES AWARDED 7/80 - 6/81		ENROLLMENT MOST RECENT SEMESTER	FY 82 HOME CAMPUS
			state supported	continuing education		
Radiation Health Sciences Program (M)	Radiation Health Sciences (AS)	1974	31	N/A	64 (S82)	X
Medical Radiography	Medical Radiography (AS)	1974		N/A	38 (S82)	X
Nuclear Medicine	Nuclear Medicine (AS)	1974		N/A	26 (S82)	X
Nursing Program (M)	Nursing (AS)	1974	33	N/A	82 (S82)	X
Hotel/Restaurant/Travel Management Program (M)	Hotel Restaurant Mgmt (AS)	1974	27	N/A	68 (S82)	X
Culinary Arts Program (M)	Hotel Restaurant Mgmt/Culinary Arts (AS)	1980			70 (S82)	X
Criminal Justice Program (M)	Criminal Justice (AS)	1973	52	N/A	109 (S82)	X
Fire Protection and Safety Technology Program (M)	Fire Protection (AS)	1973	10	N/A	26 (S82)	X
Human Services Program (M)	Human Services (AS)	1973	51	N/A	129 (S82)	X
Media Technology Program (M)	Media Technology (AS)	1980		N/A	---	X
Liberal Arts Program (M)	Liberal Arts (AA)	1973	115	N/A	662 (S82)	X
Liberal Arts/Business (AA)	Liberal Arts/Business (AA)			N/A	---	X
Business (C)	Business (C)			N/A	---	X
Liberal Arts/Painting	Liberal Arts/Painting			N/A	9 (S82)	X
Certificate Program	Certificate			N/A	2 (S82)	X
Liberal Arts/Photography	Liberal Arts/Photography			N/A	6 (S82)	X
Certificate program	Certificate			N/A		
Liberal Arts/Music	Liberal Arts/Music			N/A		
Certificate	Certificate			N/A		

BOARD OF REGENTS PROGRAM INVENTORY
FORM C
BUNKER HILL COMMUNITY COLLEGE
INSTITUTION

CERTIFICATE AND DIPLOMA AWARDS

PROGRAM CATEGORY	RD E	AWARD NOMENCLATURE	VP. OF BOARD AUTHOR	# OF DEGREES AWARDED 7/80 - 6/81 state continuing supported education	ENROLLMENT MOST RECENT SEMESTER	FY HOP CAMP
Bookkeeping (DCE)		Certificate/Bookkeeping	N/A	N/A	Not Available	X
Real Estate (DCE)		Certificate/Real Estate	N/A	N/A	Not Available	X
Business Computer Programming (DCE)		Certificate/Business Computer Programming	N/A	N/A	Not Available	X
Day Care (DCE)		Certificate/Day Care	N/A	N/A	Not Available	X
Art (DCE)		Certificate/Art	N/A	N/A	Not Available	X
Word Processing (DCE)		Certificate/Word Processing	N/A	N/A	Not Available	X
Photography (DCE)		Certificate/Photography	N/A	N/A	Not Available	X
Mental Health Worker (DCE)		Certificate/Mental Health Worker	N/A	N/A	Not Available	X
Collective Bargaining (DCE)		Certificate/Collective Bargaining	N/A	N/A	Not Available	X
Fire Protection & Safety Technology (DCE)		Certificate/Fire Protection & Safety Technology (DCE)	N/A	N/A	Not Available	X
Local Union Officer (DCE)		Certificate/Local Union Officer	N/A	N/A	Not Available	X
Electrical Theory (DCE)		Certificate/Electrical Theory	N/A	N/A	Not Available	X
Management (ABCD- Open College)		Certificate of Achievement in Management	N/A	Not Available	Not Available	X
Human Services (ABCD- Open College)		Certificate of Achievement in Human Services	N/A	Not Available	Not Available	X
General Office Training Open College)		Certificate/General Office Training	N/A	Not Available	42 (S82)	X
Math and Electronics Training Program Open College)		Certificate of Completion/Math and Electronics Training	N/A	33 N/A	23 (S82)	X

FORM D

PROGRAM PLANNING STATUS

PROGRAM PLANNING STATUS					PLANNING STATUS				
PROGRAM CATEGORY	DEGREE NOMENCLATURE	PROPOSED FUNDING SOURCE		PROGRAM LOCATION(S)		NOT YET SUBMITTED PROJECTED IMPLEMENTATION DATE	SUBMITTED		IMPLEMENTATION DATE
		STATE SUPPORT	CONT. ED.	HOME CAMPUS	SATELLITES (CITY/TOWN)		STAGE I	STAGE II	
NEW PROGRAMS									
Media Technology Program (M)	Media Technology	X		X	none			X	9/82
Photo-Journalism (M)	Photo-Journalism	X		X	none			X	9/82
Pre-Health Sciences Certificate Program	Certificate/Pre-Health Sciences	X		X	none				9/82
Electro-Mechanical Drafting Certificate Program	Certificate/Electro-Mechanical Drafting	X		X	none				9/82
Graphic and Visual Communication Program: Printing Management Option (C)	Graphic and Visual Communication/Printing Management			X	none				

V = 0

BOARD OF REGENTS' PROGRAM INVENTORY
FORM B

ROXBURY COMMUNITY COLLEGE

UNDERGRADUATE PROGRAMS

PROGRAM CATEGORY	DEGREE NOMENCLATURE	YR. OF BOARD AUTHOR.	# OF DEGREES AWARDED 7/80 - 6/81		# OF MAJORS			FY 82
			state supported	continuing education	FALL '81	FALL '79	FALL '77	home campus
Accounting			12	00	23	10		x
Business Administration			20	03	08	16		x
Business Management			07	01	15	22		x
Court Stenographer			00	66	21	07		x
Early Childhood Ed.			11	10	04	05		x
Electronics Tech.			07	00	15	07		x
Executive Sec.			11	00				x
Legal Secretarial			00	00				
Medical Secretarial			04	00				
Retail Management			00	00				
Computer Programming			00					
Word Processing			00					
(C) Electro-Mech. Drafting			00		03			x
(C) Computer Operator			48	49		11		x
Liberal Arts				115		55 (112)		x
Bilingual Concentration						Conferred		
English Concentration								
Mathematics Concentration								
Physical Science Concentration								
Social Science Concentration								
Biological Science								
Physical Science			10	00	10	73		x
Pre-Nursing						112		x
Liberal Arts								

NO CHANGE

BOARD OF REGENTS PROGRAM INVENTORY
 FORM C
 CERTIFICATE AND DIPLOMA AWARDS

ROXBURY COMMUNITY COLLEGE
 INSTITUTION

PROGRAM CATEGORY	AWARD NOMENCLATURE	# OF CERT. AWARDED 7/80-6/81		ENROLLMENT MOST RECENT SEMESTER	FY 82
		STATE SUPPORT/EDUCATION	CONTINUING EDUCATION		HOME CARE
(C)Electro Mech. Drafting (C)Computer Technician (C) Computer Software (C)Early Childhood -Title XX		03 08 15	49		x x x x
(C)Early Childhood Service — ABCC			15		
G.E.D. (Diploma)			115		x
	NO CHANGE				

BOARD OF REGENTS PROGRAM INVENTORY	FORM D	INSTITUTION	ROXBURY COMMUNITY COLLEGE
PROGRAM PLANNING STATUS			
1. NAME OF PROGRAM			
2. DATE OF REVIEW			
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PROGRAM PLANNING STATUS

PLANNING 87

PROGRAM CATEGORY	DEGREE NOMENCLATURE	PROPOSED FUND- ING SOURCE		PROGRAM LOCATION(S)		NOT YET SUBMITTED	SUBMITTED	
		STATE SUPPORT	CONT. ED.	HOME CAMPUS	SATELLITES (CITY/TOWN)		STATUS	DATE
Nursing Administration Medical Lab Technician Pre-Engineering (Transfer) Electronic Drafting Physical Therapy Assistant Nutrition Assistant Labor Relations/Community Organizing Health/Power/AC. Community & Labor Studies Gerontology Mental Health Assistant/ Technician Criminal Justice Early Childhood Education	PRE-PLANNING STAGES	X					X X X X X	

APPENDIX E

Summary

CONTINUING EDUCATION DEGREE PROGRAM INVENTORY

1981-82

Undergraduate Certificate/Diploma Programs

Bunker Hill Community College	15
Roxbury Community College	6
UMass/Boston	1

Undergraduate Degree Programs

Bunker Hill Community College	14
Roxbury Community College	15
UMass/Boston	3

Graduate Degree Programs

UMass/Boston	13
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University of Mass. — Boston

BOARD OF REGENTS

CONTINUING EDUCATION PROGRAM INVENTORY

1981-82

PROGRAM CATEGORY

Undergraduate Certificate/Diploma Programs

Emergency Medical Technician

Undergraduate Degree Programs

Graduate Degree Programs

Master of Arts — 2

Masters of Education —

— Bilingual

— ESL

— Special Education

Masters in Education — 11 currently under review

Bunker Hill Community College

BOARD OF REGENTS

CONTINUING EDUCATION PROGRAM INVENTORY

1981-82

PROGRAM CATEGORY

Undergraduate Certificate/Diploma Programs

Bookkeeping; Real Estate
Business Computer Program
Collective Bargaining
Day Care
Electrical Theory
Fire Protection & Safety
Local Union Officer
Mental Health Worker
Photography
Word Processing
Art
Basic Chef Training
Advance Chef Training
Dietetic Assistant
Food Service Sanitation

Undergraduate Degree Programs

Business Administration
 Management
 Accounting
 Retail Management
 Music
 Transportation Management
Office Education
 Executive Secretarial
 Legal Secretarial
 Bilingual Secretarial
 Medical Secretarial
 Administrative Assistant
Graphic and Visual Communication
 Design/Illustration
 Printing Management
Computer Programming Technology Program
Electronic Technology Program
Radiation Health Sciences
 Medical Radiography
 Nuclear Medicine Technology
Nursing

Bunker Hill Community College — Continued

PROGRAM CATEGORY

Undergraduate Degree Programs

Hotel/Restaurant/Travel Management Program

Culinary Arts

Criminal Justice

Fire Protection and Safety Technology

Human Services

Media Technology

Liberal Arts

Liberal Arts/Business

Liberal Arts

Roxbury Community College

BOARD OF REGENTS

CONTINUING EDUCATION PROGRAM INVENTORY

1981-82

PROGRAM CATEGORY

Undergraduate Certificate/Diploma Programs

Computer Software
Computer Technician
Early Childhood Services
Early Childhood (Title XX)
G. E. D.
Electro Mechanical Drafting

Undergraduate Degree Programs

Accounting
Business Administration
Business Management
Court Stenographer
Early Childhood Education
Electronics Tec.
Executive Secretary
Legal Secretary
Medical Secretary
Retail Management
Computer Programming
Word Processing
Electro-Mechanical Drafting
Computer Operator
Liberal Arts
 English Concentration
 Bilingual Concentration
 Mathematics Concentration
 Physical Science Concentration
 Social Science Concentration
 Biological Science Concentration
 Pre-Nursing
 Liberal Arts

APPENDIX F

University of Mass. -- Boston

“COOPERATIVE EFFORTS”

Primarily for faculty:

LOCAL

1. Interchange with UMA
2. Board of Trustees-authorized courtesy tuition waivers with Massachusetts State institutions of higher education.

NATIONAL

1. San Juan Teacher Exchange (Institute for Learning and Teaching)

INTERNATIONAL

1. University of Paris X — Nanterre (College of Arts and Sciences)
2. University of Tblisi, USSR (UMB)
3. All international exchange programs (e.g., Freiburg Exchange) administered through UMA (as described in the UMA brochure, *Overseas Study Programs*)

Primarily for Students:

LOCAL

1. Cross Registration Program: Bunker Hill Community College; Mass. Bay Community College; Mass. College of Art; Roxbury Community College; UMB
2. Interchange Program with UMA
3. Engineering Program Exchange with Northeastern University/UMA (College of Arts and Sciences)
4. Internship Programs (College of Management and College of Arts and Sciences)
5. Small Business Administration/Boston College/College of Management Program
6. COOP Education Program
7. College of Public Community Service — Agency Field Placements: Cooperating agencies — Mass. Department of Social Services; Boston Indian Council; Solomon Carter Fuller Mental Health Center; Bay Cove Mental Health Center; Dorchester Mental Health Center; West Roxbury Mental Health Center; Erich Lindemann Mental Health Center; Office of Environmental Affairs, City of Boston; Area Health Education Council, Boston City Hospital (field supervisors but not coordinators receive tuition waivers)
8. Student-Teacher Field Placements (cooperating teacher receives tuition waiver)

NATIONAL

1. National Student Exchange Program
2. New England Regional Student Program

INTERNATIONAL

1. International Student Exchange Program (ISEP)
2. Year of Study in France
3. Stichting Nijenrode (The Netherlands School of Business) Summer Program (College of Management)
4. All international exchange programs (e.g., Freiburg Exchange) administered through UMA (as described in UMA brochure, *Overseas Study Programs*)

Joseph P. Healey Library:

LOCAL

1. Boston Library Consortium: Boston College, Boston University, Boston Public Library, Brandeis University, M.I.T., Northeastern University, Tufts University, UMB, UMA, Wellesley College; reader and borrower's privileges, interlibrary loan.
2. Fenway Library Consortium: New England Conservatory, Emmanuel College, Emerson College, Hebrew College, Mass. College of Pharmacy, Museum of Fine Arts, Simmons College, Suffolk University, Wentworth Institute, Wheelock College, UMB

NATIONAL

1. U.S. Geological Survey (U.S. Dept. of Interior) Designation of Map Reference Library

Center for Survey Research:

A facility of the University of Massachusetts at Boston and the Joint Center for Urban Studies of M.I.T. and Harvard University.

Institute for Learning and Teaching:
(Grant-funded partnerships)

CITY OF BOSTON

1. District VI Partnerships (Chapter 636)
 - Instructional Support Program
 - Integration of Bilingual Students
 - Parent Outreach
 - Multicultural Olympics
2. District II Partnerships (Chapter 636)
 - Integrated Student Leadership
 - Integration of Bilingual Students
3. Leadership Development Program
4. Boston Writing Project (Chapter 636; National Writing Project)

OTHER LOCAL PARTNERSHIPS

1. Talented and Gifted (TAG) Magnet Program, Lowell Public Schools
2. Citizen Education Institute, JFK Library and Boston Public Schools

The Lowell Lectures:

("Choices for the Commonwealth")

Sponsored by UMB, JFK Library, the Lowell Institute; additional 1982-83 sponsorship, the Boston *Globe*, the Boston *Herald-American*, the Quincy *Patriot Ledger*, the Worcester *Telegram*, and the *Lowell Sun*

Bunker Hill Community College
M E M O R A N D U M

Institution

TO: Sheila Beyer

FROM: Carl Nelson

DATE: October 5, 1982

RE: Collaborative efforts among public agencies

The *Division of Continuing Education* at Bunker Hill Community College is involved in a number of partnerships with public agencies. The following descriptions highlight our continuing efforts.

I. The Dean of Continuing Education, R. Brent Bonah, is a leading member of numerous commissions which deal with telecommunications.

A. *Commission on Telecommunications*

Commissioners include BHCC, U. Mass/Boston, WGBH Television, Office of Economic Affairs, Department of Education, U. Mass/Worcester, Boston Public Library, Mass. Association of Older Americans, Mass. Municipal Association, and Mass. Cable TV Commission.

B. *Public Television Consortium*

Members include BHCC, Roxbury Community College, Fitchburg State College, Bridgewater State College, Mass. Bay Community College and Mass. School of Art, Curry, Fischer Junior.

C. *Boston Community Access Programming*

Board of Overseers include BHCC, Tufts University Medical Center, Mass. Council of Arts & Humanities, N.A.A.C.P., Boston Committee, Boston Public Library, Boston Housing Authority and A. B. C. D.

II. *Council for Northeast Economic Action*

A group, comprised largely of private colleges, whose major responsibility is to coordinate and assign training requests from private companies in the Boston area. BHCC is a member of this council.

III. *Department of Public Works*

For three years BHCC has developed and offered training for prospective Civil Engineers employed by the D.P.W. in conjunction with the Institute of Government Services the program offers classes leading to an Associate's Degree in Civil Engineering.

IV. *Boston City Hospital*

BHCC offers medical training for employees of Boston City Hospital on-site; who seek to upgrade their skills in medical-related areas.

V. *Satellite Campus*

Classes are held at 5 off-campus locations. They include community schools at — Dorchester, East Boston and South Boston, Somerville High School and Medford High School.

VI. *Miscellaneous*

In the past year training has been initiated for several public institutions at their locale. These include Bunker Hill Health Center in Charlestown, and various C.E.T.A. agencies.

*Bunker Hill Community College***THE OPEN COLLEGE**

The following organizations are affiliated with Bunker Hill Community College through the Community Educational Services Program/The Open College:

Medical Terminology

New England Deaconess Hospital

Computer/Electronics

Wang Laboratories, Inc.

Honeywell Information Systems Technician Training Program

Music

Community Music Faculty of Bunker Hill Community College

Community Music Center of Boston

Art

Kaji Aso Studio, Inc.

Community Art Faculty of Bunker Hill Community College

Older Adults Issues

Arlington St. Church

Labor Studies

The School of Industrial Relations

Sales Training

N. E. Minority Purchasing Council, Inc.

Human Services

Community Training Resources

Family Service Association of Greater Boston

Mass. Mental Health Center Consultation and Education

Tri-City Community Mental Health & Retardation Center

Cambridge-Somerville Family Day Care

John F. Kennedy Family Service Center

Cambridge-Somerville Program For Alcoholism Rehabilitation

Dorchester House Multi-Service Center

Mass. Department of Mental Health

McLean Hospital

Scouting Skills

Patriots Trail Girl Scout Council

Energy Conservation

New England Fuel Institute

Econ, Inc.

Ceramics

Mudflat Pottery School, Inc.

Emergency Medical Technician

Cambridge City Hospital
Sancta Maria Hospital
Mount Auburn Hospital

Apprenticeship Programs

Electricians' Union Local #103
Plumbers' Local Union #12
Graphic Arts International Union, Local #600

Court-Ordered Pairing

Charlestown High School
Working to improve quality of education
Designed and implemented by the CHS Learning Center

*Roxbury Community College**Institution*

PROGRAMS FUNDED AND COMPLETED:

10/1/80 - 9/30/81

1. *Bilingual Teacher Aide Training Project*. Year one of this two year project enrolled 40 bilingual teacher aides in a two year degree program in bilingual education. It was funded for the first year at \$84,866.00 by Title VII U.S. Department of Ed. The program is carried out in cooperation with the Boston Public Schools, where the majority of aides are now working. Primarily Spanish speaking teachers aides taking early childhood education and bilingual education.

10/1/80 - 9/30/81

2. *Just Housing*, a consumer education program for 200 Black and Hispanic tenants and homeowners. Funded under a grant from the Office of Consumer Education in the Department of Education for \$62,226.00, the program was carried out in collaboration with the Roxbury Multi-Service Center and La Alianza Hispana to provide information to their clients on effective utilization of consumer protection laws and agencies. Collaboration with Continuing Education Institute, funding from Department of Public Works for High Tech readiness Program. Basic skill in math, science and language for students on welfare to come to Roxbury Community College.

10/15/80 - 6/15/81

3. *Hi-Tech Prep Project/Computer Test Technician*. An eight month training project designed to train 26 CETA eligible participants in both basic skills and electronics technology Funded through the Governor's 6% Discretionary fund under contract with Compugraphics, Wang, Paradigm for a total of \$157,779.00.

10/1/80 - 5/30/81

4. *Casa del Sol Certification Program*. Under contract with this community education center serving the Hispanic community we evaluated and accredited their courses offered within their various education and training programs. Funded for \$6,500.00, 40 Casa students received RCC credits.

10/1/80 - 8/30/81

5. *Fundraising and Financial Management Skills for Non-Profit Agencies*. Funded under a grant from the Parker Foundation for \$2,000.00 we held a series of workshops for 40 staff from 15 community agencies and organizations.

1/5/81 - 5/1/81

6. *Amalgamated Clothing and Textile Workers Union Membership Training Program*. Under contract with the Union for \$5,270.00 to provide English as a Second Language courses to 20 union members.

1/30/80 - 6/1/80

8. *Beyond the Basics*. Under contract with the Boston Five, the college offered developmental math and English courses at community schools in Jamaica Plain, Dorchester, and South Boston to a total of 75 students. Funded for \$7,200.00.
9. *Construction Management Program*, in conjunction with the Contractor's Association of Boston, Inc., the Small Business Administration, and the State Office of Minority Business Affairs. Offered two courses for members of CAB to improve their management skills. Twenty members participated \$1800.00.

PROPOSALS SUBMITTED AND REJECTED SINCE 2/6/81

1. Software Technician Training Program submitted under the Division of Occupational Education's Interagency Industry Specific Training for \$43,60.00. Program is a collaborative effort of a community based education agency, WINNERS Inc., of Roxbury and Wang Industries to train fifteen community residents.
2. Expansion of the Just Housing project to service the elderly tenants and homeowners on a citywide basis, \$68,000.00. Office of Consumer Education.
3. Fund For The Improvement of Postsecondary Education to develop curriculum, slide-tape shows and other teaching and training aids related to the Just Housing program. Applied for \$100,000.00.
4. A proposal to establish an Adult Basic Education program for thirty students. Requested \$30,000.00 from the State Department of Education.
5. A request for \$100,000.00 to the National Science Foundation/Appropriate Technology to establish a Center For Appropriate Technology at the college which would work with community groups, businesses, area universities, and co-sponsored by the Division of Social and Economic opportunity in the Executive Office of Communities penetrate the low income and minority communities where its need is often greatest but its application is often weakest.
6. G. E. D. Prep Program for employees of Digital Equipment Corporation in Roxbury. Proposal to work with up to fifteen employees over fifteen weeks at the work site, \$2,000.00.

PROGRAMS FUNDED AND ONGOING

1. Bilingual Teacher Aide Training Project. Year II of the project (10/1/81 - 9/30/82) will complete the degree program for forty bilingual teacher aides and enroll twenty additional aides. Funded for \$84,865.00 by U. S. Office of Education.
2. Just Housing. Year II of the project (10/15/81 - 11/1/82) expands the work of the project to include both tenants education and tenant organizing. The organizing is focused on court ordered receivership cases with the goal of securing tenant control and ownership of these buildings. Funded for \$51,000.00 from four private foundations. The

project remains a collaboration of RCC, Alianza Hispana and Roxbury Multi-Service Center.

3. Hi-Tech Prop. Project. Year II of this project (12/1/81 - 8/30/82) will also educate and train 26 CETA eligible participants as computer test technicians. Funded for \$67,000 by Employment and Economic Policy Administration, (EEPA).
4. Electro-Mechanical Drafting Training Program. This 68 week program began in February of 1981, and will conclude in June of 1982. In collaboration with Stone & Webster Engineering Corporation, the program is preparing ten people as drafters. Funded for \$18,473.00 by the Bay State Skills Commission and \$4,000.00 from Stone & Webster.
5. Bridges. A one year collaborative project (10/15/81 - 10/15/82) between RCC, Bunker Hill Community College and EEPA. The project will provide career and college information to sixty economically disadvantaged youth in Boston CETA funded programs with the goal of enrolling participants in community college programs. Funded for \$50,000.00 by the Fund for the Improvement of Post Secondary Education. Much of work was taken up by respective admissions office.

OFF-CAMPUS COURSES COMPLETED SINCE FEB., 1981

1. New England Deaconess Hospital: We have offered three ESL Courses, three Spanish Courses, and one Effective Writing Course. We have served a total of 96 employees.
2. Children's Hospital: We offered two courses, one in ESL and one GED Prep. for a total of 25 employees.
3. Beth Israel Hospital: We offered one American Sign Language Course for ten employees.
4. New England Medical Center: Offered one ESL Course for 15 employees.

OFF-CAMPUS COURSES/CURRENT

1. New England Deaconess Hospital: Three ESL Courses and two Spanish Courses serving a total of 49 students.
2. Beth Israel Hospital: One American Sign Language and one Effective Writing serving a total of 18 students.
3. Brigham and Women's Hospital: One Effective Writing Course serving 15 students.
4. New England Medical Center: One ESL Course for 19 students.
5. Boston Indian Council: One Financial Management and one Observing and Recording Childhood Behavior serving a total of 44 students.
6. ORC: One Word Processing and one Introduction to Computers serving a total of 26 students.

OTHER SPECIAL PROJECTS

1. Visual Arts Workshops: A collaborative project with the School of the Museum of Fine Arts. Offers 2 semesters of instruction to 10 community residents. Our goal is to motivate students to pursue further studies in art.
2. Open College: On a pilot basis DCE has been evaluating and accrediting courses which are offered by community agencies and organizations to their staff and/or clients. We have provided such services to six agencies for a total of 11 courses. This program is modeled after the one at Bunker Hill Community College. We plan to expand this effort.
3. Polaroid Foundation Grant: The college received an unrestricted gift of \$4,000.00.

PROPOSALS SUBMITTED/DECISIONS PENDING

1. Boston Area Health Education Center: A request for \$16,000.00 for initial planning on an A.D.N. program.
2. FIPSE/Bridges: A request for \$170,000.00 for a 2 year extension of the current project, with a further emphasis on linkage with the private sector.
3. Bilingual Teacher Aide Program: We have submitted 2 proposals to Title VII to continue, expand and diversify the current program. We have requested a total of \$210,000.00.

PROPOSALS IN THE DEVELOPMENT STAGE

1. Computer-Aided Drafting: A request to the Bay State Skills Corporation for \$100,000.00 to develop and implement this program in collaboration with Digital and Applecon Corporations and the ORC.
2. EXXON Education Fund: To plan a 3 year AA program which includes developmental skills, liberal arts and career/occupational training. We will request \$30,000.00.
3. A.D.N. Program: Requests to 2 private foundations, Johnson and Macy, to fund staff and equipment for the program, \$100,000.00.

PROGRAMS IN DEVELOPMENTAL STAGE

1. ORC/RCC: In addition to courses offered by RCC at the ORC, we are panning a number of industry specific training programs in such areas as Word Processing, Data Entry Operator, Machine Operator, Phototype setting, Computer Programming, Cable TV Technicians and Computer Service Technicians. We will be seeking specific contracts with business and industry for these programs.
2. Certificate Programs: We will be developing these in 3 areas, Automotive Mechanics, Hotel/Motel Management, and Culinary Arts. Our goal is to offer courses beginning in the Fall of 1982.
3. Institute for Business and Industry: To significantly expand our services on this area we are proposing a staff person be hired through Title III to manage this effort. (See attached).

4. Harriet Tubman House Extension Center: Will be planning to offer courses at this site beginning in either June or September of 1982.
5. Department of Social Services: We are developing a model Spanish language/culture course for DSS employees which will be piloted this Spring at the Roxbury office.
6. Roxbury Community College Foundation: The CDG is working on this effort currently. Our goal is to have the tax-exempt 501C3 foundation operational by the Fall of 1982.
7. Bilingual Program: Will be researching other funding sources to continue teacher aide training if Title VII proposals are not funded.
8. Community Forum Series. To develop a proposal to the Mass. Foundation for Humanities and Public Policy focusing on the future of the Black and Hispanic communities in Boston.

STATISTICAL DATA

1. For all programs completed since Feb. 1981, DCE raised a total of \$327,641.00. Net income for DCE, after all expenses, equaled \$38,000.00. These programs serve a total of 443 people.
2. For all programs which are currently operating we have raised a total of \$275,338.00. Net income for DCE equals \$31,000.00. These programs are serving a total of 256 people.
3. For all off-campus courses completed since Feb. 1981, we served a total of 145 students. Net income for DCE equaled \$5,900.00.
4. For all off-campus courses currently operating we are serving 171 students. Net income equals \$5,400.00.

M E M O R A N D U M

TO: Sheila Beyer

FROM: Frank Truesdale

DATE: October 7, 1982

RE: Collaborative efforts among public agencies.

The *Day Division* at Bunker Hill Community College is involved in a number of partnerships with public agencies. The following descriptions highlight our continuing efforts.

Cooperative Programs

- I. *Massachusetts General Hospital Respiratory Technology Program.*
BHCC services courses in English, Math, Anatomy and Physiology.
- II. *Northeast Regional Vocational Technical School.*
BHCC accepts credits toward Associate Degree from students completing programs in Dental Assistant, Medical Assistant, and Operating Room Technician.
- III. *The New England College of Optometry.*
BHCC offers core academic courses toward Associate Degree under signed agreement of credit transfer.
- IV. *The Boston Six Consortium.*
Cooperating agreement for cross registration between: U. Mass., Boston; B.H.C.C.; Roxbury C.C.; Mass. Bay C.C.
- V. *Division of Social Services.*
BHCC offers regular and special courses as needed in their employee training program.
- VI. *Hospital Affiliations with B.H.C.C. Programs.*
Boston City Hospital — Pediatric Nursing
Bedford V.A. Hospital — Psychiatric Nursing
Melrose-Wakefield Hospital — Surgical Nursing and Basic Nursing
Lynn Hospital — Maternity Nursing
Mass. Rehabilitation Hospital — Basic Nursing
Mt. Auburn Hospital — Medical
Boston V.A. Hospital — Medical

Boston Veterans Medical Center — Radiologic Tech.
Beth Israel Hospital — R.T.
New England Medical Center Hospital — R.T.
Boston Floating Hospital — R.T.
Mass. Eye and Ear Infirmary — R.T.

Beth Israel Hospital — Nuclear Medicine
Cambridge Hospital — N.M.
Cardinal Cushing Hospital — N.M.
Children's Hospital Medical Center — N.M.
Deaconess Hospital — N.M.
Framingham Union Hospital — N.M.
Hunt Memorial Hospital — N.M.
Mount Auburn Hospital — N.M.
Mass. General Hospital — N.M.
St. Elizabeth's Hospital — N.M.
Veterans Hospital — N.M.